

## **Appendix A. Public Hearing Report**

### **ARIZONA VOCATIONAL TECHNOLOGICAL EDUCATION**

#### **STATE PLAN 1999 – 2004**

#### **PUBLIC HEARINGS**

The Arizona Department of Education, Division of Vocational Technological Education, held nine public hearings on the *Arizona Vocational Technological Education State Plan 1999-2004* at eight locations in the state. The Southern region hearing was held in Tucson at Loews Ventana Canyon Resort on July 26, 1999 and July 27, 1999. The Northwestern region hearing was held in Kingman at the Kingman Chamber of Commerce on August 2, 1999. The Southwestern region hearing was held in Yuma at Yuma Union High School district office on August 3, 1999. The East-Central region hearing was held in Gilbert at the Gilbert Unified School District on August 3, 1999. The West-Central region hearing was held in Peoria at the Peoria Unified District Office on August 4, 1999. The Northeastern region hearing was held in Heber-Overgaard at Mountain Meadows Primary School on August 4, 1999. The Northern region hearing was held in Flagstaff at Flagstaff District Administration Office on August 5, 1999. The Eastern region hearing was held in Chinle at Chinle High School on August 5, 1999.

Public comment taken during the hearings was recorded on tape and those tapes are on file at the Arizona Department of Education, Division of Vocation Technological Education. In addition, all written comments taken during the hearings or received during the comment period are on file at the location cited above.

The following summary of the comments and recommendations presented during the public hearings is a careful attempt to capture the essence and intent of the commentor and to provide, where necessary, a state Board for Vocational and Technological Education response.

In this summary, comments are distinguished from recommendations according to the following criteria. A statement calling for the specific revision to the text of the “draft” *State Plan* is considered a recommendation. All other statements are classified as comments.

## SUMMARY OF PUBLIC HEARINGS

The School To Work Division of the Arizona Department of Education conducted nine public hearings between July 26 and August 5, 1999. These hearings were located throughout the state for the purpose of providing local people with the opportunity to present their views and make recommendations for inclusion in the State Plan.

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TUCSON, July 26, 1999, 3:00-5:00 p.m.

Location: Loews Ventana Canyon Resort, 7000 N. Resort Drive, Tucson

Contact: Vaughn Croft, Tucson Unified District Office, 2015 E. Winsett, Tucson

Phone: 520-617-7078

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TUCSON, July 27, 1999, 7:00-9:00 p.m.

Location: Loews Ventana Canyon Resort, 7000 N. Resort Drive, Tucson

Contact: Vaughn Croft, Tucson Unified District Office, 2015 E. Winsett, Tucson

Phone: 520-617-7078

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KINGMAN, August 2, 1999, 4:00-6:00 p.m.

Location: Kingman Area Chamber of Commerce, 333 W. Andy Devine Avenue, Kingman

Contact: Beverly Liles, Chamber of Commerce, 333 W. Andy Devine Avenue, Kingman

Phone: 520-753-6106

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GILBERT, August 3, 1999, 6:00-8:00 p.m.

Location: Gilbert Unified District Office, 140 S. Gilbert Road, Gilbert

Contact: Tari Wright, Gilbert Public Schools District Office, 140 S. Gilbert Road, Gilbert

Phone: 480-813-1770, ext. 3140

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YUMA, August 3, 1999, 6:30-8:30 p.m.

Location: Yuma Union High School District Office, 3150 S. Avenue A, Building 9, Yuma

Contact: Harold Kirchner, Yuma Union High School District, 3150 South Avenue, Yuma

Phone: 520-344-2165

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PEORIA, August 4, 1999, 6:00-8:00 p.m.

Location: Peoria Unified District Office, 6330 W. Thunderbird Road, Glendale

Contact: Karen Melton, Peoria District Office, 6330 W. Thunderbird Road, Glendale

Phone: 623-486-6055

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HEBER OVERGAARD, August 4, 1999, 6:00-8:00 p.m.

Location: Mountain Meadows Primary School, 2181 W. Country Club, Overgaard

Contact: Chester Crandell, Capps Middle School, 3375 Buckskin Canyon Road, Heber

Phone: 520-535-4667

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CHINLE, August 5, 1999, 3:30-5:30 p.m.

Location: Chinle High School Cafeteria, US Highway 191, Navajo Route 7, PO Box 587, Chinle

Contact: Catherine Begay, Chinle Unified District, P.O. Box 587, Chinle;

Phone: 520-6745-9553

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FLAGSTAFF, August 5, 1999, 4:00-6:00 p.m.

Location: School District Administration Center, 3285 E. Sparrow Avenue, Flagstaff

Contact: Doug Allan, Flagstaff Unified District Office, 3285 E. Sparrow Avenue, Flagstaff

Phone: 520-527-6117

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Notice of the public hearings was carried out in a variety of ways. Information about the hearings was available on the Arizona Department of Education's web site, along with a copy of the law and a draft of the State Plan. A letter with a list of the site dates and locations was sent to superintendents and local vocational directors with a request to distribute the information. Press releases were sent to local papers. The dates and locations were announced in the program for the 24<sup>th</sup> Annual Vocational Education Conference that was held July 25-28 in Tucson. (Two hearings were actually held during the conference.)

Representatives from the School To Work Division at the Department of Education conducted the hearings. Upon arrival, individuals were asked to sign in and were given an information packet that contained an overview of the Carl D. Perkins Vocational and Technical Education Act of 1998 and state and local requirements for eligibility for federal funds. Following a brief review of the purpose and process for conducting the hearings by the state staff, guests were asked to make their comments. All hearings were tape-recorded and later transcribed for review.

## **The Results**

A total of 67 people attended the nine public hearings. Of this number, 27 made comments and/or recommendations. All comments and recommendations have been arranged in one of the following categories: Core Indicators, Vocational Teacher Shortage, Single Parents and Displaced Homemakers, Public Relations, Professional Development and State Leadership Activities, Public and Industry Collaboration, Funding, and Miscellaneous. Each category contains a brief statement that describes how and/or where the comments and recommendations are addressed in the State Plan.

### **1. Core Indicators**

#### Comments/recommendations:

- *With regards to core indicator #3, it is difficult to locate students after graduation and to validate student placement.*
- *What are the performance levels and can we achieve our goals?*
- *I wanted more information on the assessment process.*
- *There is a possible shift of Arizona Department of Education's focus from technical assistance to compliance.*
- *Compliance issues require teachers to spend too much time on paperwork. The Arizona Department of Education should increase the use of technology for reporting.*
- *We need one definition for program completer. I would like to be able to count juniors as program completers.*
- *I have concern about the core indicators, specifically regarding nontraditional and receiving a diploma.*

Response:

These comments and recommendations are addressed on page 19. Also see the description of the evaluation process in Appendix G.

## **2. Vocational Teacher Shortage**

Comments/Recommendations:

- *There is a specific concern with the automotive area.*
- *There is difficulty in hiring vocational teachers with technical skills because of the disparity in wages in education versus industry*

Response:

The issues related to these comments and recommendations are addressed on page 13.

## **3. Single Parents and Displaced Homemakers**

Comments/Recommendations:

- *Funding should continue for specific displaced homemaker programs (PHASE).*
- *Single parents and displaced homemakers should be funded under special populations.*
- *The former equity programs are resources that should be used for job placement, employability, and soft skills. CBOs and community colleges have been committed to getting people into nontraditional education.*
- *The 4-year plan includes continued services to single parents and displaced homemakers.*
- *Thanks for working with current displaced homemakers to complete their individual training components.*
- *Nontraditional employment services should be an option for single parents and displaced homemakers.*

Response:

Although the new act does not have a set-aside provision for single parents and displaced homemakers, this population can access services through several venues. As required by the Carl Perkins Act, Section 122c(8), postsecondary institutions will serve, among other populations, single parents and displaced homemakers who are enrolled in vocational technical education programs. Funding for these programs is provided by a formula as designated by Section 132(b)(1). Single parents and displaced homemakers can also access services through the One-Stop Centers. Section 662.200 of the Workforce Investment act Rules and Regulations names postsecondary institutions receiving Section 132 funds as REQUIRED PARTNERS in the local One-Stop Centers. All partners must make available the core services that are applicable to the partner's programs to participants through the One Stop delivery system (WIA, Section 662.230).

Secondary vocational technical education students who are single parents and those who are enrolled in nontraditional programs are also eligible to receive supplementary support services to

assist them in successful participation and completion of the programs (see pages 52-62 of the State Plan). To measure the success of secondary and postsecondary students participating in and completing vocational technical education programs that lead to nontraditional training and employment, data will be reported and analyzed per Core Indicator #4 (see page 36 of the State Plan).

In addition, funds will be used specifically for professional development and curriculum efforts in support of special populations, which include (among others) displaced homemakers, single parents, and students in nontraditional programs. According the Carl Perkins Act, Section 112, \$150,000 of state leadership funds (the highest amount allowed by law) has been designated to provide direct and indirect student services addressing nontraditional training and employment (see pages 60-61 of the State Plan).

Finally, regarding alternative programs, Carl Perkins funds can be used appropriately to support any student enrolled in vocational technical education programs, including vocational students in alternative settings (see pages 60-61 of the State Plan).

#### **4. Public Relations**

##### Comments/Recommendations:

- *Need a high-level promotion of vocational education.*
- *Improve the publication showcasing successful strategies.*
- *Expand the use of the web site.*
- *Emphasize vocational career education more.*
- *Need a targeted marketing program to publicize VTE programs currently in operation with “end user”.*

##### Response:

These concerns are addressed primarily in Section II of the State Plan. A goal of the Program Improvement Unit, as well as Tech Prep, is to more effectively communicate services, resources, and outcomes. Examples of the public relation activities identified to accomplish this goal include development of a vocational technical education web site, development and distribution of publications about services and resources, information about tech-prep activities, access to educational newsletters, and an increase in the use of videos and audiotapes. The Vocational Technical Education Advisory Committee to the State Board, which is comprised of more than 50 percent business and industry representatives, will advise the state staff in developing theses and other effective marketing strategies. These concerns are also addressed in the list of professional development activities found in Section II, A7.

#### **5. Professional Development and State Leadership Activities**

##### Comments/Recommendations:

- *Continue the support for the summer vocational conference.*

- *Increase the amount of technical assistance for practitioners in the field and classroom teachers.*
- *Concern about goal #8 in the Basic Grant: district professional development activities are limited by their allocations.*
- *Identification of effective strategies for technical assistance to rural communities.*
- *Invest in preservice, recruitment, and training for technology and industrial teachers.*
- *Increase incentives for teachers to participate in industry internships.*

Response:

The issues related to these comments and recommendations are addressed on page 13.

## **6. Public and Industry Collaboration**

Comments and Recommendations:

- *One speaker believed that VTE need more public and industry input.*

Response:

There are numerous references throughout the State Plan that address a significant involvement by both the public and business communities. For example, every vocational technical education program has a curriculum design team that is comprised of representatives from both the business/industry and the public sectors. The teams are responsible for developing and/or updating program content accordingly to industry standards and practices. Each program at the local and state levels maintains a program advisory committee that is comprised primarily of business people and parents who provide educational guidance to that program area. Likewise, the State Vocational Technical Education Board is comprised of more than 50 percent business and industry representation. Finally, each district is required to describe in the grant application how representatives of business, industry, and labor organizations will be involved in the development, implementation, and evaluation of vocational technical education programs.

## **7. Funding**

Comments/Recommendations:

- *How union districts should help 7<sup>th</sup>- and 8<sup>th</sup>-grade vocational students.*
- *Keep funding alternative programs.*
- *Funding flexibility to continue funding courses without enrollment so programs are not shut down.*
- *Establish clear guidelines for using funds for new courses*
- *Thank you for funding Level I.*
- *Make the plan more equitable for 7<sup>th</sup>- and 8<sup>th</sup>-grade vocational students.*

Response:

Matters can become complicated when 7<sup>th</sup>- and 8<sup>th</sup>-grade students attend a different elementary district that feeds into a union high school district. The new Carl Perkins Act permits federal

funding to be used for vocational students at the 7<sup>th</sup> and 8<sup>th</sup>-grade levels. However, funds can only be awarded to school districts with secondary-level students (grades 9-12). One way to address funding students in an elementary district is for the high school district to develop an Intergovernmental Agreement (IGA) with the elementary district to support funding of 7<sup>th</sup>- and 8<sup>th</sup>-grade vocational courses that are part of an approved program.

Funding issues regarding alternative programs are addressed on pages 60-61.

The new act provides states and districts much greater flexibility in determining how funds are used. Each local district maintains the autonomy to decide at what enrollment level to maintain or cancel courses. The Carl Perkins Act, Section 122, provides flexibility for "...funds...used to improve or develop new vocational and technical education courses." The School to Work Division is currently seeking opinion from the U.S. Department Of Education on the interpretation of this section. That information will be disseminated to districts as soon as it is received.

## **8. Miscellaneous**

Several comments made at one or more of the hearings do not relate to the State Plan or the direct implementation of the Carl Perkins Act. For example:

- Concerns were raised about closing programs due to a shortage of skilled teachers and, therefore, limiting student options. Major factors cited included low teacher salaries and a lack of high tech, high skilled individuals willing to enter the instructional field. The speakers felt the noncompetitive pay situation and the strong job market have lead to a significant teacher shortage. Concerns were raised that the problem is greater in rural schools.
- Some people expressed the opinion that Arizona Department of Education's School to Work Division name needs to be changed. The speakers cited confusion and identity problems relative to the Arizona Department of Commerce's Division of School to Work. Individuals stated that a name that more accurately reflects the division's role as a provider of technical education would be more suitable. Names suggested included Department of Vocational Technical Education, Vocational Technical Division, and School to Careers.
- Two individuals expressed a desire to see the formation of a "Council" or "Congress" of professional trade associations.
- Please reexamine the vocational technical education model and place more emphasis on Level III.

These comments have been forwarded to the Arizona Department of Education administration and to the Vocational Committee to the State Board for their awareness and consideration.

## Public Hearings Opportunities for Public Comment

Name	Affiliation
Debbrah Kunkle	Al Collins Graphic Design School
Jerry Hall	Buena High School, Auto Tech
Dorine Chancellor	Eastern Arizona College
Diane Wilson	PHASE
Camille R. Visconti	PHASE
Janet Martin	Arizona State Board of Education
Carol Jones	Safford High School
Kin Ewing	Yavapai College
Ginger Johnson	AWEE
Greg Donovan	NAU – State Advisory Committee
Susan Fay	Teacher, Scottsdale School District
Pam Martiny	Tolleson Union High School
Larry Casoni	Marana
Mary Brarcyli	Catalina Mountain School
Kathlee Stanley	Catalina Mountain School
Shawn Tierney	Sahuaruta High School
Georgia Merrick	Tempe Union High School District
Robert Jones	Quality Transmission Services
John Peele	Buena High – Sierra Vista
Tom Bartz	Scottsdale School District
Jeanne Gillespie	Williams High School
Marilyn Ruggles	Tempe Union High School
Doug Allen	Flagstaff Unified Schools
Rebecca Navarro	PHASE
Diana Perry	PHASE
Diane Wilson	PHASE
Sharon Stinard	Central Arizona College (WIND)
Dan Bridges	Paradise Valley School District
Larry Lebrock	Cibola High School
Ron Pixley	Kofa High School
Bennie Carlos	Kofa High School
Leslie Thurston	Vista High School
Leonda Lines	Cibola High School
Carol Strickland	Cibola High School
Trish Rush	Kofa High School
Norm Champagne	Kofa High School
Tim Rush	Kofa High School

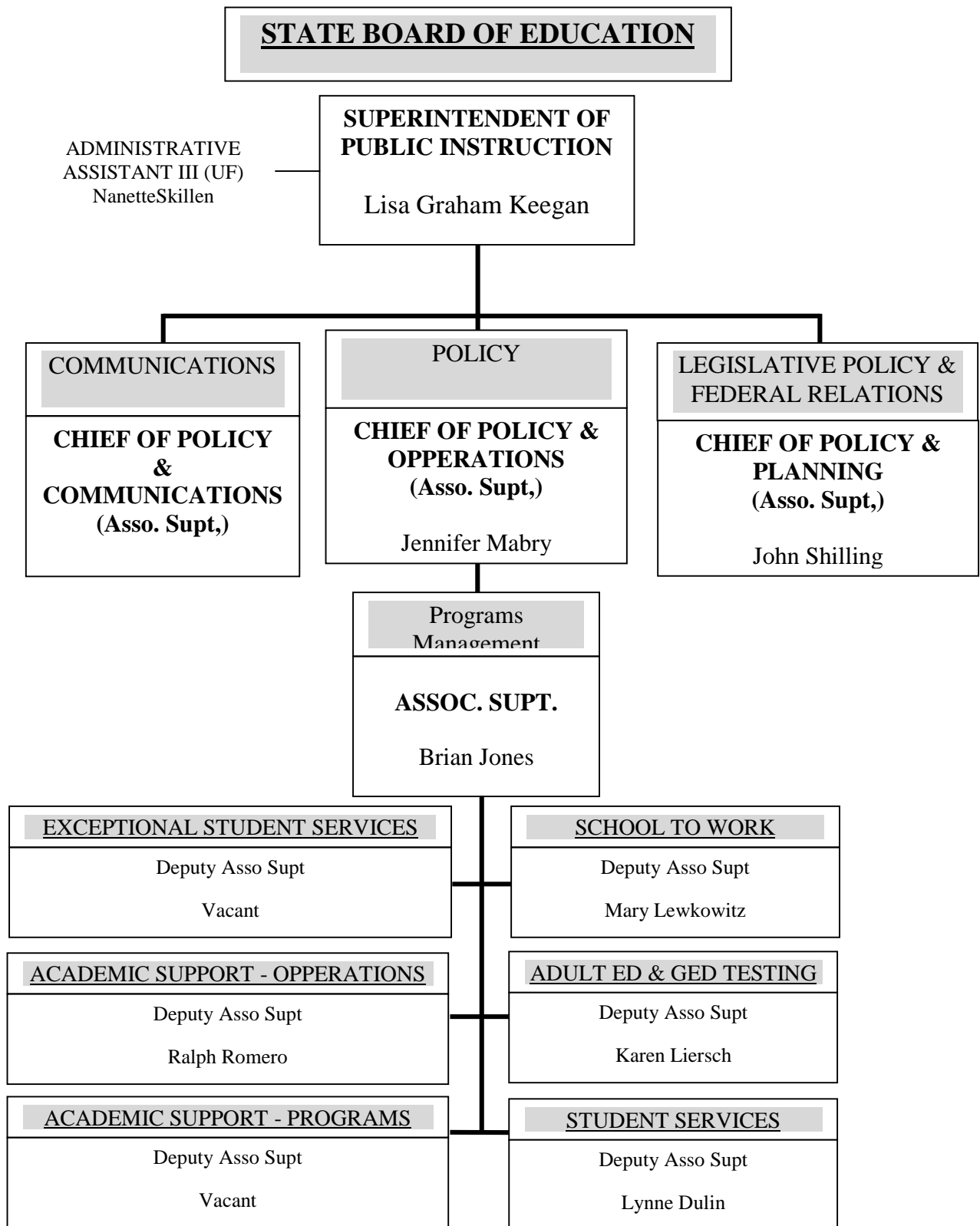
## Public Hearings Opportunities for Public Comment

Name	Affiliation
Steve Montoya	Cibola High School
Shoney Bateren	Tech Prep
Cookie Slater	Cibola High School
SD Phelan	Kofa High School
Harold Kirchner	YVITSD
Esther Sloan-Kavanaugh	Transition Works NAU
Daniel Fisher	Coconino Community College
Doug Allen	FUSD Voc. Ed.
Robin Ferrer	Transition Works NAU
Jim Perlow	Jet Products Co.
Jim Lewis	Pendergust School District
Bob Eucd	Pendergust School District
James Brown	Peoria School District
Jerry Towney	Gilbert Engineering
Mark Hamilton	Gilbert High School
Gail Houser	ATMA
Lorraine Yazzie	Chinle High School
Pat Tosie	Chinle High School
Kenneth Sanford	Chinle High School
Cheryl Chuckluck	<u>Chinle High School</u>
Chester Crandell	NAVIT Dist.
Ron Aueir	Heber-Overguaard District
Earl Baker	Heber Overguaard District
Valerie Fitzgerald	Pinon High School
Helen Fergeson	Pinon High School
F. Leby	Chinle High School
Darcy Murphy	Chinle High School
Jacqueline Gillason	MUHS
Mia McDonald	Cibola High School
J. Little	Kofa High School

**This page is reserved for State Board Recommendations**

Since there were no specific recommendations to revise the contents of the Arizona Vocational Technical Education State Plan 2000-2004, the Board has no response.

## Appendix B. State Board of Education Job Classification Chart



**Appendix C. Vocational Technical Education Advisory Committee**

***VOCATIONAL TECHNICAL EDUCATION ADVISORY COMMITTEE***

***DECEMBER 1998***

***Representative of Higher Education***

*Jack Elliot*

***Local Vocational Education District Administrator***

*James C. Brown*

***Business***

*Debbrah Kunkel*

*Robert Jones*

*Carl Osborn*

*Richard Condit*

*Fran Roberts, PhD*

*Margaret Walker*

***Representative from Department of Commerce,  
Governors School-to-Work Division***

*C. Diane Bishop*

***Representative of City Chamber of Commerce***

*Sharoly Hohman*

***Vocational Education Teacher***

*Nan Sparle-Kay*

***Governing Board Member of High School or District***

*Greg Donovan*

***State Board of Education Member (Ex-Officio)***

*Janet Martin*

## Appendix D. Consultation with Stakeholders Survey Report

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### CONSULTATION WITH STAKEHOLDERS

#### Vocational Technical Education Survey Results

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*Developed by*  
Arizona State University  
Office of Vocational Education

*Under contract to*  
Arizona Department of Education  
Division of School To Work

May 1999

## CONSULTATION WITH STAKEHOLDERS

### Vocational Technical Education Survey Results

One of the requirements in developing the State Plan under the authority of the Carl D. Perkins Vocational and Technical Education Act of 1998 is consultation with stakeholders. To meet this requirement, Arizona distributed survey packets to the following groups: parents, students, teachers, business representatives, labor organization representatives, special populations representatives, and program administrators. An additional category entitled “other” was identified for individuals that did not fit in the former groups. The purposes of the survey were to collect information about how each group views vocational technical education and to obtain recommendations for enhancing vocational education’s future.

#### The Method

Each survey packet contained a letter that explained the purpose of the survey, a copy of the amendments to the Carl D. Perkins Vocational Technical Education Act, a one-page survey, and a return envelope. The survey was designed to be completed easily, while at the same time, to provide information about stakeholders’ understanding of vocational technical education and its benefits and to identify some of the major issues surrounding vocational technical education.

To expedite the distribution process, the vocational directors of the school districts around the state and the occupational deans of the state community colleges were asked to mail or deliver a survey packet to one representative from each of the following groups: parents, students, teachers, business representatives, labor organization representatives, special populations representatives, and program administrators. Survey packets were also distributed to individuals representing the displaced homemakers and members of the Vocational Technical Education Advisory Committee. The distribution for the survey packets is shown below.

Local School Districts (vocational directors)	101 groups of 7 packets	707
Community Colleges (occupational deans)	25 groups of 7 packets	175
Displaced Homemakers (representatives)	80 single packets	80
VTE Advisory Committee (members)	15 single packets	15
	Total	977

## The Results

Survey packets were distributed to 977 individuals. Of this number, 357 surveys were returned for a 37% return rate.

Responses came from all groups. The largest groups of respondents were teachers (77 responses for a 22% return), parents (60 responses for a 17% return), and program administrators (57 responses for a 16% return). These were followed by special populations (51 responses for 15% return), business (43 responses for a 12% return), students (41 responses for a 12% return), and labor (8 responses for a 2% return).

Respondents in the “other” category (20 responses for a 6% return) were such individuals as advisory committee member, Title I coordinator, school administrator, education commission director, retired vocational educator, high school counselor, college director, university president, tech-prep coordinator, ESL instructor, training coordinator, computer technology director, and disabled student resources specialist.

Business respondents were also asked to indicate the size of their businesses. (The size of a business was self-determined.) Of the number of responses, 23 were from small businesses, 10 were from medium businesses, and 10 were from large businesses.

Following is a summary of the responses received for the two survey questions.

QUESTION ONE: How does vocational technical education benefit students in grades 7 through community college?

The responses to question one relate to the perception and public awareness of vocational technical education. Below is a brief look at each group’s responses.

PARENTS view vocational technical education as both relevant and useful. It teaches real-world skills, helps students explore career pathways, and promotes the application of academic skills. It also provides students with opportunities to acquire scholarships and awards, to learn to work with others, to practice leadership skills, and to build self-esteem.

*My son is a bright but underachieving student who was bored and disruptive in regular classes. He excelled in vocational classes where he learned discipline as well as many real-life skills.*

*My son has thoroughly enjoyed his vocational classes. As a result of working with his hands and solving math problems, he has decided to study architecture. Please don’t do away with vocational classes!*

STUDENTS feel that vocational technical education provides them with opportunities not offered in the academic setting. In their vocational classes they demonstrate what they know and what they can do in hands-on activities and projects. For some students vocational classes are easier because they learn at their own pace. Others benefit from the leadership skills they acquire in student organizations. Vocational programs at the college level provide single parents and individuals on welfare the skills they need to secure well-paying jobs.

*I would recommend that students take vocational technical education classes.*

*All of the educators I have been in contact with throughout high school and college are excellent. They are very motivating to the students.*

TEACHERS may disagree as to whether vocational technical education is for noncollege-bound students, college-bound students, or both, but they generally agree on the benefits. Vocational education makes academic skills relevant, provides a foundation for career goals, and teaches leadership skills, workplace skills, and technical skills. Courses are hands-on, encourage high participation, and motivate students to stay in school and learn. At the college level, vocational courses provide working adults the opportunity to become better prepared, and it provides special education students the opportunity to obtain a college education and become employed, productive citizens.

*Vocational technical education does a tremendous job with current technology, applied academics, job shadowing, internships, partnerships, youth organizations, and EVERYTHING!*

*If 75 percent of the students do not go to college, then we as educators are doing an injustice to students by not providing more vocational opportunities so they can learn the necessary skills to be productive citizens and better their standard of living.*

BUSINESS REPRESENTATIVES report that vocational education gives students marketable skills and allows them to explore careers and prepare for college. More specifically, vocational instruction brings relevance to the classroom, teaches work ethics, familiarizes students with employers' expectations, and provides them with a sense of accomplishment.

*I feel that these programs are very important at the community college level to assist women in reentering the work force.*

*Employees who have selected vocational education as a career path are commanding higher annual incomes than most university graduates are.*

LABOR ORGANIZATION REPRESENTATIVES recognize that vocational technical education is extremely important in helping students make well-informed decisions about potential careers. They describe vocational education as providing students with opportunities to discover the world of work and to develop work-related skills.

*Many students will not go to college, but they can and will learn vocational skills if the opportunity is available.*

*I make a good living because of good vocational classes and good vocational teachers.*

SPECIAL POPULATIONS REPRESENTATIVES comment that vocational technical education prepares students for career specific training that leads directly to employment or continued education. Vocational programs set measurable, realistic goals to help students understand their strengths and weaknesses. For many special needs students, vocational education is the key to understanding the academics.

*Identifying job interests through vocational technical education and developing related skills results in workplace success for our students.*

PROGRAM ADMINISTRATORS see vocational technical education as providing students with access to occupationally specific training, career exploration, job-entry skills, and access to nontraditional careers. Students acquire skills that they can use now and in the future. Instruction is hands-on and meets different learning styles.

*Students reentering school at the college level can get quality training in a minimum of time and enter the work force at a wage necessary for self-sufficiency.*

*Vocational education is vital to our schools, students, and community. We are training our future!*

OTHER survey respondents conclude that vocational education is an alternative to traditional education and an excellent alternative for students not seeking a college degree, as well as for students seeking a degree. Hands-on experiences are highly motivational and prepare students for the workplace.

*Vocational technical education needs to be part of every student's training.*

QUESTION TWO: Identify challenges faced by vocational technical education and possible solutions to address these challenges.

Responses to question two relate to funding, image, and/or quality teachers. Below is a brief look at each group's responses.

## PARENTS

Funding is a major challenge to vocational technical education. *Because of the constant need to update and upgrade equipment and materials, vocational education is very expensive to implement and maintain. The solution is to teach the public about the importance of vocationally skilled workers to the community. A better use of advisory committees may help also.*

Many students lack direction and meaningful experiences. *All students need to make career pathways choices and be guided through classes that will help them prepare for their choices. Schools should offer apprenticeships, shadowing, and summer jobs targeted to career pathways. The integration of academic and vocational skills will help bring relevance to learning. Vocational classes should be smaller to handle individual student needs.*

Vocational education is challenged by poor public relations in recruiting students. *High school counselors need to change their practice of steering students to a 4-year college program. They need updated career and program information to provide to students and parents. Vocational departments should get involved in community-based activities, which allows the public to view students excelling in a variety of programs.*

## STUDENTS

The biggest challenge is teaching students everything they need to learn. *Students should be taught to take responsibility for their learning. Classes should be offered at more convenient times—maybe after regular school hours. Classroom experiences should replicate the real work environment. Tutors and notetakers are needed for students with learning disabilities.*

There is a lack of quality teachers for vocational education. *Teachers should have work experience in the professions they teach. Raising the pay scale might entice quality teachers to vocational education.*

Vocational programs are underfunded. *Business should provide monetary support for vocational education programs. Schools that lack money to upgrade labs could rely on internships.*

## TEACHERS

The emphasis on academic skills could become a major problem. *Vocational programs may be cut because of the emphasis on academic skills and the need for remedial classes. Public awareness would help to slow the process. Research on future jobs and skill requirements could be used to educate administrators, teachers, counselors, parents, and students that vocational education is for all students. Also, community members need to see the success of vocational programs.*

Money is needed to upgrade programs and to hire good teachers. *Stronger partnerships with business and industry are needed; businesses are customers of education and they affect change. Vocational education needs to expand rather than cut back—offering students a variety of options and choices.*

A big challenge is overcoming the stereotype of vocational education. *Parents and students need to know that jobs of the future will be more technical and require less than a 4-year college degree. Academic skills taught in vocational classes should be emphasized.*

## BUSINESS REPRESENTATIVES

Educators need to realize the value and benefits of vocationally trained students. *The perception that vocational education is just for the nonacademic, nonuniversity student needs to be challenged. Teachers, counselors, and parents need to be educated about the potential of job opportunities and income for skilled technicians. Class scheduling needs to be improved so students can more easily select vocational education classes. A greater variety of occupational training programs is needed.*

Facilities and equipment need upgrading and teachers need updating. *Vocational programs need more and better partnerships with businesses. Educators must determine the needs of businesses and address those needs in their teaching. Research is needed on new industries being developed in communities. Community volunteers are needed to write for grants and provide other assistance to schools. Vocational education should be number one on all elected officials' agendas.*

## LABOR ORGANIZATION REPRESENTATIVES

The lack of vision and commitment to vocational education is a major challenge. *Students, parents, educators, counselors, administrators, and school boards need to understand that the current education system does not serve all students. Counselors need to stress the growing emphasis on careers in technology. Educators need to look at the figures and realize that most students either do not go to college or do not complete a 4-year degree.*

Funding and consolidation are real problems. *It is difficult for vocational education to receive fair support due to the emphasis on college preparation. Change the attitudes and funding will increase. Schools should seek continual funds for vocational programs, as they are as important as the college and traditional curriculum. Grants would help to ensure up-to-date equipment. Mobile labs and regional training centers would help in rural areas where funding for vocational education is a problem.*

## SPECIAL POPULATIONS REPRESENTATIVES

Community awareness and involvement is a major challenge. *Labor market research would help to identify current labor and training needs. Widespread education would help overcome vocational education's stigma of only being for the at-risk student. Vocational programs should be presented as lifelong education that offers contextual learning and support services for students during their education and through the first year on the job.*

The funding allocation needs to be addressed. *Vocational funds should not be "pirated" for academic and nonvocational pursuits such as athletics. Continued legislative support is needed to maintain state-of-the art facilities.*

Vocational programs need to serve a wide range of students. *Vocational education should meet the needs of students with special needs and/or other barriers. Most programs seem to focus on students who are going to college rather than students who want skills to pursue jobs. Vocational technical education needs to concentrate on teen parents and young women. Females should be encouraged to enroll in vocational technical education classes at the college level.*

## PROGRAM ADMINISTRATORS

Schools and colleges need funds for development and expansion. *More money is needed to fund vocational courses for the 7<sup>th</sup> and 8<sup>th</sup> grades which would increase enrollments for high school and community college programs. Funding allocations need to focus on elementary, secondary, and postsecondary education, not only one of these areas. The funding formula needs to be based on more current data.*

A big problem is the perception of vocational technical education. *Our society prizes the academic/college-bound courses. We forget that everyone eventually works and that skills learned in vocational programs will transfer to work situations. Schools need to communicate the benefits of vocational education and the availability of courses. National, state, and local coverage by key people would help to change the public mindset of vocational education. Counselors need appropriate career and program information to provide to students and parents.*

Quality teachers are needed for vocational programs. *Training and inservice is needed for vocational teachers. Funds are needed for release time so teachers can take advantage of professional development opportunities. An extended internship program is needed to prepare and update teachers.*

## OTHER RESPONDENTS

Vocational education needs a better image. *School administration and school boards need to be convinced that vocational education should be a priority in times when programs are being cancelled due to funding. Legislation should hold school districts accountable for having vocational programs. Parent and community involvement is a strong, effective means to promote programs and ensure their success.*

Finding quality teachers is sometimes difficult. *Higher salaries and more aggressive recruiting will help to eliminate the teacher shortage. Teachers from other communities could spend time in the rural schools where teachers are unavailable. Journeymen should be allowed to teach without a teaching degree. Academic and vocational teachers should work together. Teachers need professional development days for training and updating their skills. The universities should be putting more effort into preparing teachers to take the place of those who are retiring.*

## In Conclusion

The responses to question one provide insight into the understanding of vocational technical education and its benefits to students and the community. In summary, this is what respondents had to say:

- Vocational technical education is decision-making and problem solving.
- Vocational technical education is workplace skills.
- Vocational technical education is employability skills.
- Vocational technical education is career exploration.
- Vocational technical education is the foundation for setting career goals.
- Vocational technical education is learning about employer's expectations.
- Vocational technical education is acquiring marketable skills.
- Vocational technical education is the key to understanding the academics.
- Vocational technical education is hands-on activities that demonstrate what students know and can do.
- Vocational technical education is leadership skills.
- Vocational technical education is belonging to a vocational student organization (VSO).
- Vocational technical education is learning at one's own pace.
- Vocational technical education is a sense of accomplishment.
- Vocational technical education is motivation to stay in school.

- Vocational technical education is an alternative to traditional education.
- Vocational technical education is for noncollege-bound, college-bound, or both.
- Vocational technical education at the college level helps people get off welfare; upgrades job skills; provides skills/jobs for single parents; provides degrees/employment for special needs students.

The responses to question two suggest that three major challenges confront vocational technical education. These challenges are listed below with suggestions for addressing each:

#### Funding\*

- Education for everyone
- Better use of advisory committees
- Stronger business partnerships
- An updated funding formula with new data
- Use of community volunteers to write for grants
- Vocational monies used for vocational programs only
- More funding for 7<sup>th</sup> and 8<sup>th</sup> grades to promote a coherent sequence
- Legislative support

\*According to participants, funding is needed for establishing state-of-the art facilities; upgrading equipment; updating, developing, and producing curriculum and classroom materials; institutionalizing programs; and providing professional development for teachers.

#### Image

- Better information and materials for counselors
- Research on future jobs and skill requirements
- Vocational technical education's involvement in community activities
- Involvement of parents and community leaders in voc ed activities
- Present vocational technical education as lifelong learning
- Legislative support
- National, state, and local coverage by key people

#### Quality Teachers

- Academic and vocational teachers should work together, e.g., teaming and sharing ideas
- Higher salaries and more aggressive recruiting
- Provision for release time and registration fees for professional development
- Extended internship programs
- Visiting teachers for rural areas
- Universities should better prepare teachers

Finally, in reviewing the survey responses, several suggestions were made to *provide a more meaningful experience for students*. These suggestions are as follows:

- Integrate vocational and academic skills.
- Improve class schedules; offer courses at more convenient times.
- Teach students to take responsibility for their own learning; teach career pathways and goal setting.
- Teachers should have experience in the profession(s) they teach.
- Teach to the needs of business; classes should replicate business operations.
- Utilize mobile labs for small, rural districts.
- Legislate regional training centers for small, rural districts.

## Appendix A

Parent Responses	<i>page 1</i>
Student Responses	<i>page 4</i>
Teacher Responses	<i>page 6</i>
Business Representative Responses	<i>page 10</i>
Labor Organization Responses	<i>page 12</i>
Special Populations Representative Responses	<i>page 13</i>
Program Administrator Responses	<i>page 16</i>
Other Responses	<i>page 19</i>

How does vocational technical education benefit students in grade 7 through community college?

- Vocational technical education provides students with skills taught by people who are knowledgeable in their field of expertise.
- Vocational education makes education relevant and useful. Students value education that they can relate to future career needs.
- Vocational technical education is like a pyramid with a strong base to support the rest of the structure. Students at the middle school receive an overview of the different programs from which they build their vocational training.
- The vocational programs help students with career choices and provide basic training in those areas.
- Vocational education gives students ideas about career possibilities.
- Vocational education teaches students skills for the workplace and provides them with an understanding of the real world.
- Students with vocational training can enter the job market sooner to give them an idea of what job or career might interest them.
- Vocational education prepares students for meeting real-life situations for both personal and business use. There are certain things that everyone needs to know whether they graduate from college or not.
- Vocational technical education exposes students to the technology that is used in the workplace, as well as the rules of the work force.
- By giving students a wide variety of vocational technical opportunities, they can choose the one that best fits their interests and abilities will enable them to succeed in a job after graduation.
- A good program will benefit 45-50 percent of the students who do not go on to higher education.
- Vocational technical education is important for all students, whether college bound or not.
- In high school, students can explore and get the basics before going to college or vocational school.
- Dual credit programs are available to students wanting college credit.
- Some students participate in vocational education to complete career goals; others utilize these classes to fund advanced degrees. Either way it's a great program.
- Vocational technical education is a very successful program at our high school and community college. It provides wonderful opportunities to students from a variety of socioeconomic backgrounds.
- Students identify where they are going and what they can accomplish.
- Vocational technical education empowers students with knowledge as well as a vocational path early in life so that they can obtain their goals.
- It is easier for students to learn with the hands-on approach rather than by books and lectures. Vocational education gives them an idea of what they will do after high school. There are benefits of scholarships, travel, people skills, technical skills, leadership skills, opportunities to build self-esteem, and opportunities for awards.
- Vocational technical education teaches real-world skills, helps students to explore career pathways, and promotes the application of academic skills.

## PARENT RESPONSES TO QUESTION 2

N=55

Identify challenges faced by vocational technical education and possible solutions to address these challenges.

- Funding is the biggest challenge to vocational technical education. The solution is to teach the public about the importance of vocational skills and their need in the community.
- Our community lacks people with expertise. Could people outside the community come in for a period of time to teach?
- Vocational education is very expensive because of the need for equipment and hands-on materials. Both problems could be helped with more money directly to vocational technical education.
- Schools should offer apprenticeships, shadowing, and summer jobs targeted to career pathways.
- More vocational classes are needed in technology.
- Changing technology is one of the biggest problems. Hardware and software change almost weekly.
- We currently have several vocational programs that provide clear direction for the interested student. We also link academic and vocational teachers in our programs.
- Vocational technical education courses are expensive to maintain and keep current. Funds should be directed back to the programs that generate the funds.
- All students need to make career pathway choices and be guided through classes that will help them prepare for their career choices. Schools need to be more versatile, not easier. Our curriculum is geared for college-bound students, when less than 10 percent actually graduate with a degree.
- One problem is having qualified teachers since most of these individuals can make more money in jobs other than teaching.
- Former students or employed former students should be asked to help publicize the need for vocational technical education.
- Legislature no longer allows schools to charge students in computer classes a fee, which is ridiculous.
- The state competencies are much too idealistic and do not really pertain to high school students and their level of maturity.
- We need to convince students that vocational education includes teaming, English, Math, and Science and that computers will be in most every career.
- The local schools as well as the community college could use more funds for development and expansion. Identify, fund, and they will come.
- Vocational class sizes should be lowered and more teachers should be hired to handle the demand.
- We need a west valley vocational center similar to EVIT.
- It's a struggle to keep up with the updated technology and the increased standards of the state, including the AIMS test.
- The increase in standards for teacher certification is a problem.
- One of the most challenging aspects of vocational education is the need to keep up with industry. Technology is constantly changing and the cost of equipment is high. Vocational programs cost much more per student than regular academic classes.
- Administrators need to understand that most vocational classes need to be smaller.
- Provide opportunities for exposure to noncollege careers.
  - Scheduling in a block of time.
  - Vocational teachers have to do too much paperwork to be certified.
  - After school classes could be offered to get students in programs they can't fit in otherwise.

- Some programs are weak and provide little beyond building trades, mechanics, and secretarial.
- The biggest challenge is the stereotype of who attends vocational technical education. The idea of vocational education being a “dumping ground” for troubled students has to change. Promoting vocational education to all students in a positive way can accomplish this.
- High school counselors need to change their practice of steering students to a four-year college program. The need for “laymen” in our society is great and the pay can be as good if not better than a Bachelor of Science degree.
- Vocational technical education is challenged by the lack of support from educators and administrators, lack of funding, and lack of qualified teachers.
- Problems include America’s preoccupation that all students must earn a 4-year college degree to be successful and the lack of qualified faculty in several vocational areas.
- Need to restore the work ethic of earlier years, as well as family and individual responsibility. Also our students need better role models.
- More needs to be shared about vocational education successes.
- Vocational education is challenged by poor public relations in recruiting students. It is important for departments to get involved in community-based activities, which allows the public to view students excelling in a variety of programs.
- A big challenge is teaching students about responsibility because parents don’t.
- Mobile labs and regional training centers might help in the rural areas where funding is a problem.
- In our rural town, there are not enough worksites for students.
- The image of “cows, plows, and sows” has to go. Good public relations (newspaper articles and more community relations activities) to attract diverse membership is needed.
- Money is needed for programs for supplies, travel, and awards. In our community there is a lack of support from administration. Solutions might include better community relations and proper use of advisory committees.
- Challenges include the perception that vocational education is not for everyone, the training of vocational teachers to teach academic skills within the vocational class, and the training of academic teachers to incorporate vocational information in content area courses.
- Classes are expensive, however, I think most of us would pay a little more tax if it went for vocational education classes.
- Vocational programs should be integrated with academics to make both programs relevant. When this is done our students are very successful.
- Let’s get those girls welding and building! That’s where the \$\$ is!

## ADDITIONAL COMMENTS

- I think vocational technical education is valuable even for college-bound students, especially with the possibility of multiple career changes.
- My son is a bright, but underachieving student who was bored and disruptive in regular classes. He excelled in vocational classes where he learned discipline as well as many real-life skills.
- The 7<sup>th</sup> and 8<sup>th</sup> graders in our community are not being served.
- Our students have so many requirements that it is hard for them to fit vocational classes into their schedules.
- The equipment is outdated in some areas.
- Not all students will go to college. With a strong vocational background, students can transition from high school students to employees with very few problems.
- Many lower socioeconomic families are afraid vocational education will not be the best program for their students. They want them to go to college. We need to assure them that their students are in better shape by taking vocational education because they can work and go to school if they need to.
- Vocational technical education is important to all students and all students should be encouraged to enroll. I think that vocational education might see a decrease in enrollment due to the AIMS test because students will enroll in the AIMS-required academic classes or remedial classes.
- Vocational classes should be a learning experience as well as a period of time to investigate preferences.
- Thank God for teachers who work with and love kids everyday!
- My son has thoroughly enjoyed his vocational classes. As a result of working with his hands and solving math problems, he has decided to study architecture. Please don't do away with vocational classes!

## STUDENT RESPONSES TO QUESTION 1

N=41

How does vocational technical education benefit students in grade 7 through community college?

- Vocational technical education teaches students many different things in one class.
- Vocational programs give students experience in their chosen fields.
- Vocational technical education provides problem-solving skills.
- Vocational programs allow students to learn about occupations of their own choosing.
- Discipline is at a minimum because students choose their classes and there is no time to waste.
- Students learn peer mediation as a means to solving challenges encountered in classes.
- Vocational programs benefit college students by providing guidelines for transfer requirements and information that will benefit future employees. Programs also provide criteria to assess advisors.
- Vocational technical education helps students learn such life skills as communication skills.
- Vocational technical education provides students with a basic background in computer technology.
- Vocational technical education provides marketable skills as well as job-seeking skills.
- Vocational technical education programs help people to leave welfare and obtain well-paying work.
- Vocational technical education helps students learn how to compete for good jobs.
- Vocational programs teach students skills to make them more self-reliant.
- Vocational technical education helps people understand today's technology.
- Vocational programs help students apply more traditional learning from mainstream classes to everyday life.
- Smaller class sizes and learning at your own pace help make learning easier.
- Vocational technical education provides students with opportunities for creative problem solving.
- Vocational programs offer many opportunities that would not be offered in a traditional educational setting.
- Vocational technical education teaches students how to effectively run a business.
- Vocational programs provide students with clubs such as FBLA and DECA.

## STUDENT RESPONSES TO QUESTION 2

N=41

Identify challenges faced by vocational technical education and possible solutions to address these challenges.

- Students in vocational programs need to be more responsible for getting the education they desire.
- It is a challenge to complete vocational technical education courses with learning disabilities. Ways to address this challenge are to provide tutors, notetakers and special services.
- The biggest challenge is teaching everything that students need to learn. Try to include as much information as possible.
- I think that a challenge faced by vocational technical education is keeping up with the fast-paced world and its constant change.
- Some students think that vocational programs are only for students not going to college.
- There are monetary concerns for some vocational programs.
- Special population people don't "fit in" to other programs.
- The main challenge for vocational technical education is money. Smaller schools do not receive the same funding as larger schools.

- There should be more offerings of vocational programs at more convenient times.
- Classes could be more interesting and advertised and demonstrated before classes start.
- There is a lack of teachers for vocational technical education classes. This could be addressed by raising the pay scale.
- More math could be included in vocational technical education classes.
- We need teachers who also work in the professions they are teaching.
- One of the primary challenges faced is providing high-caliber classroom experience that closely approximates the work.
- It is crucial that vocational programs have "hands-on" lab time in addition to the theoretical education necessary to provide its foundation. In view of the expense involved in putting labs together, a logical solution is to incorporate internships.
- (At the community college level) there is a need to incorporate more rigid entrance requirements and additional courses that would allow students to make up their deficiencies before entering vocational programs. By fine tuning student skill levels instructors would be able to provide the most complete information at each level.
- (At the community college level) pretesting, interviews, resumes, and/or counseling would certify a student's readiness to enter a program. The burden should be on the directors to determine the skills necessary to be successful in the program. Students who have talents beyond the level of a class might be encouraged to test out and take higher level courses.
- (At the community college level) transportation is a problem. If a student does not own a car and the school does not provide transportation, this presents a hardship. Better transportation might help vocational technical education reach more students.
- (At the community college level) most vocational programs are underfunded. Seeking monetary help from business to educate youth could solve this problem.
- (At the community college level) single parents need to be encouraged to enroll in programs that stress life, career, and self-management skills.
- (At the community college level) we need to be able to know that our children are in good hands while we are attending classes. The requirement of working 20-30 hours a week in order to receive child care support should be eliminated.
- One challenge is funding vocational technical education. I suggest that the U.S. stop fighting everybody else's wars and use a larger portion of the U.S. Government budget toward educating our youth.

#### ADDITIONAL COMMENTS

- I would recommend that students take vocational technical education classes.
- Vocational technical education helps students prepare for the future.
- Classes should be available everywhere. They have really helped me and will help many students in the future.
- Please help other single parents to become independent and become the support of their families.
- More funding should be made available to smaller schools because vocational technical education is necessary for student success.
- All of the educators I have been in contact with throughout high school and college are excellent. They are very motivating to the students.

How does vocational technical education benefit students in grade 7 through community college?

- Vocational technical education gives students life skills. For some students this becomes their career; for other it creates an interest. Vocational technical education benefits the community by preparing students who can give back to the community.
- Vocational education creates a broad as well as specialized experience base to draw from.
- Vocational education establishes skill levels that lead directly to employability.
- Vocational courses are hands-on, high participation classes that match state academic standards and help students learn by various modalities.
- Vocational technical education provides skills training for students who are not college-bound and readies them for the job market.
- In the 7<sup>th</sup> and 8<sup>th</sup> grades, students are exposed to various vocational areas. At the high school, there are several vocational programs, including a tech-prep 2 + 2 agreement with the community college.
- Grades 7<sup>th</sup> and 8<sup>th</sup> benefit from computer training. Secondary students benefit from occupational sampling. The community college helps students acquire entry-level skills.
- In our community, 2 + 2 programs are very successful.
- Students rely on vocational technical education for a competitive edge in the work force.
- Students need to have increased awareness in the earlier grades about the advantages and necessities of a vocational education as it relates to a broad spectrum of professions.
- Vocational education is needed because not all students go into the academic areas.
- Vocational education increases students' confidence and self-respect by providing marketable skills.
- Vocational technical education motivates students to show up to school each day.
- Vocational education helps students acquire skills that will make them employable and explore career choices that they may not have otherwise.
- Vocational technical education prepares students with the fundamental education and skills that will allow them to enter the work force prepared to perform the specialized tasks required of their chosen profession.
- Vocational technical education gives minority students confidence to compete for jobs when they graduate.
- Grades 7 and 8 are taught keyboarding and word processing; grades 9-12 apply the computer/technical equipment to groups in the community; grades 11-12 take tech-prep classes and/or diversified cooperative education and on-the-job training.
- Vocational programs familiarize students at an early age with choices and options. They can select classes that set them on career paths. Some students are able to obtain certification after 2 years in college. These skills make them employable much earlier than other students.
- Vocational technical education provides students who do not have the desire or ability to go to college with job skills. For some students, vocational education is the only reason they stay in school.
- Vocational technical education benefits students in the community college by offering viable options to working adults that are employed in low-wage, dead-end jobs, and who are willing to go to school to become better prepared. Vocational technical education also enables students with special needs to complete their course of studies.

- Vocational technical education provides leadership, job, and technical skills needed for success in the business and industry.
- Vocational technical education does a tremendous job with current technology, applied academics, shadowing, internships, partnerships, youth organizations, and EVERYTHING!
- At all levels, vocational technical education is the missing link between academics and the real world. It gives students a hands-on experience that helps motivate them to learn. It provides a foundation for making decisions about careers and skills.
- Vocational education gives students more direction and more chances for success in school and life.
- Vocational technical education provides students with skills, knowledge, and attitudes to become contributing members of our society.
- My district participants with the East Valley Institute of Technology, which makes available a quality vocational technical education to students who otherwise would not have this opportunity. Another benefit is the articulation that goes on with the community colleges.
- Once special education students were doomed to work in low paying jobs after high school or failure at a 4-year college. Now they have the opportunity to become gainfully employed, productive citizens and obtain a college education.
- From what I have observed, the typical student see little relevance in English, history, or algebra, but the technical education student sees his courses as the means to a well-paying, meaningful career.
- Vocational technical education integrates academic curriculum into coursework thus reinforcing academic competencies. It prepares students with skills for the workplace and develops attitudes and ethics desirable in the work force.

## TEACHER RESPONSES TO QUESTION 2

N=75

Identify challenges faced by vocational technical education and possible solutions to address these challenges.

- Challenges include time constraints, finances, and properly trained staff. Maybe community members could be encouraged to become part-time classroom personnel in their areas of expertise.
- Vocational programs stand to become extinct due to AIMS testing. Students will not be able to take elective courses because of remediation. A solution might be to increase graduation requirements.
- Funding for vocational courses and supply budgets to maintain these courses are always a problem.
- There is not enough money. Stronger partnerships with industry are needed.
- The biggest challenges are a lack of money to upgrade programs and the lack of support from some administrators who need to be educated more about the benefits of vocational technical education.
- Many instructional managers do not see past the printouts of program costs. Vocational education can be very expensive, yet very important to the careers of many students. Everyone needs to be educated as to the importance of vocational technical education.
- Students need applied vocational education. By seeing how vocational skills transfer to the job market, students will identify earlier the career pathways they want to pursue. Subsequently, this will increase retention in such programs. There is also a great need to increase technology with traditional vocational education in rural areas.
- Money is needed to entice good teachers to smaller schools.
- Diversified programs to meet all the needs of the students are needed in small, rural schools. A solution is to get small businesses involved with programs in the schools.

- Small schools can't offer the variety of programs that students need. State leadership and the legislature need to require that districts cooperate to have area vocational centers.
- In small communities, there are a wide variety of businesses to support work-based learning activities.
- Who is going to take our place when we retire? New teachers need to be educated to take the place of those about to retire.
- The more classes that are required by school districts and state departments, the less vocational classes the students are able to take. Public awareness of this circumstance will help to slow down the increase to required classes.
- Competing with all the other electives and required classes hurts vocational education.
- Vocational technical education is still viewed as a curriculum for students who can't do academics.
- Vocational education is misunderstood. Some people think it takes away from traditional academics, when in reality vocational technical education allows students to apply traditional academics to real life/labor market situations. One way to address this problem is to educate all educators on the importance of vocational technical education. Also, community members need to see the success of vocational programs.
- Students in the 7<sup>th</sup>-grade are often too immature to grasp the concept of vocational technical education.
- Often vocational classes are not seen as areas where students gain academically. In reality the reverse is true because students become aware of the relevance of academics in real-life situations. Vocational teachers must show the importance of this to the public and other educators.
- Vocational technical education needs to expand rather than cut back—offering students a variety of options and choices.
- More up-to-date research on community needs and how to meet these needs is needed, as well as strategies to address barriers to vocational training and placement in jobs with high wages.
- Our challenge is educators who dislike vocational programs and want money spent on the traditional classes that are effective with 50-60 percent of the students, as well as parents who think that college is for all students. We must educate educators and parents on how vocational programs save social program tax dollars.
- AIMS, professional stature, public relations, image. As salaries and worker shortages increase, these programs need nurturing, respect, and status building. We need to showcase the successes!
- There has always been an unfair and undeserved stigma attached to vocational education, even within the educational community. The solution is education. Show counselors, administrators, superintendents, state officials, nonvocational teachers that vocational education is for ALL students.
- Technology in most vocational technical education areas doubles 5-6 years, so how can public schools expect to keep pace? The solution is twofold: education and money. Teachers must be continually retrained in the latest and greatest if their students are to be employable. Provisions must be made to ensure that the schools are teaching within an industry acceptable window of their current technology, and schools must be expected to educate students within a reasonable timeframe.
- The three state universities dropped their programs to produce industrial education instructors several years ago. Since then the shortage of instructors has meant the closing of countless labs across the state. To date, there are 103 industrial education openings in Arizona. The obvious solution is to reinstate some form of industrial education certification within the state. Taking people from industry with no “professional education” is not the solution. Programs are as good or as bad as the instructor wants them to be.

- My biggest frustration is our budget being tied to enrollment. This is a handicap for the smaller districts, in particular.
- Instead of developing a comprehensive system to fulfill legislated mandates, we accept what exists in schools, call it vocational education, and fund it. Existing vocational programs are cheating students, parents, the community, and the labor market. Too much credit is given to a very weak system. A serious attempt at reform is necessary. The traditional delivery system is woefully underfunded and unproductive.
- Tech-prep is a great concept, but until the academic and vocational education department start working together things will never change.
- All levels of the school system need to work together—this means elementary, middle, and high school, and community college.
- The biggest challenge is the stereotype of vocational technical student—a picture shared by teachers, parents, and students. As we move to a more specialized economy, an increasing number of jobs will be more technical in nature and there will be less of a need for college education. Parents and students need to know this.
- Funding is based on what goes on in Phoenix and does not reflect the need elsewhere in the state.
- Challenges include bridging the knowledge gap for returning students who are challenged and intimidated by the blending of the technologically informed and the technologically uninformed in an educational environment. The utilization of all age groups in the learning process as aides, mentors, or tutors could increase comfort and thus learning levels.
- Direct more lottery funding to assist schools in keeping up.
- I would like to see a requirement built into the scheduling so students will think more about their futures. If the program is “force fed” perhaps those programs will grow.
- The future of our work force is in the trade professions. High schools are not meeting the needs. We are still trying to provide college/university bound students. Most vocational classes in high school are not hands-on but book work.
- We need a stronger program to introduce students to career choices.
- Class size becomes an issue when training students on equipment.
- Challenges include undeserved negative image, low district commitment and support, cumbersome bureaucratic red tape, and endless hoop jumping. Solutions include making presentations to school boards, advertising outstanding programs, increasing funding (side step the administration), eliminating red tape, and streamlining procedures/processes for accountability.

## ADDITIONAL COMMENTS

- These are strong programs that REALLY benefit students. We need to promote these classes before vocational technical education is really at risk.
- Although 75 percent of the students who graduate will not go on to a 4-year college, we still have a very small number of these students in the vocational programs. It will probably take much more marketing, especially to parents to get students in vocational technical education.
- We must be accountable for the vocational skills we teach and reinforce academic competence.
- It does no good to train students with equipment that is outdated.
- The district administration needs to have the same passion for providing technology as the instructors. They have to want to place dollars into technology and software.

- If 75 percent of the students do not go to college, then we as educators are doing them an injustice by not providing them with more vocational opportunities to learn the necessary skills to be productive citizens and better their standard of living.
- Thank you for the financial assistance. However, the paperwork you require to prove that we are doing our job is going to send me back to private industry!
- Charter and private schools receiving state money should be held to the same standards as public schools to eliminate unfair advantage and to level the playing field.

## BUSINESS RESPONSES TO QUESTION 1

N=42

How does vocational technical education benefit students in grade 7 through community college?

- Vocational technical education meets the needs of noncollege-bound students.
- Vocational technical education gives students marketable skills.
- Vocational education allows students to explore careers and prepare for college.
- College vocational programs allow students to develop skills to procure desirable employment at a livable wage.
- Vocational technical education brings "relevance" into the classroom.
- Vocational technical education allows employers to communicate educational and experience requirements directly to students.
- Vocational programs provide skills for employment in fields not requiring a college degree.
- Vocational technical education provides knowledge about business practices.
- Vocational technical education provides students with life skills such as computer use, budgeting, cooking, auto maintenance, and the use of basic equipment.
- Vocational programs provide a broad exposure for at risk and special populations to the opportunities that exist in today's world.
- Vocational technical education is a prerequisite for hire in areas such as Fire Science/EMS.
- Technology is part of everyday life.
- Vocational technical education teaches work ethics and familiarizes students with the expectations of employers and encourages a sense of accomplishment.
- Vocational technical education allows a significant portion of students in our blue- collar, service-oriented community to achieve more success earlier in their careers.
- The vocational technical education experience allows students to blend application with theory. The earlier this blend is initiated the stronger the base core. competencies will develop. Benefits include management opportunities as well as the opportunity to own a business in the industry of their choice.
- Vocational technical education provides support services to occupational students with special needs.

## BUSINESS RESPONSES TO QUESTION 2

N=42

Identify challenges faced by vocational technical education and possible solutions to address these challenges.

- Schools need money to upgrade facilities and equipment and to update teachers.
- Students who would otherwise be vocationally inclined are sometimes "lumped together" with those who are academically inclined.
- There is the perception that students with vocational skills are "undesirable" and should be "weeded out" from those who are academically inclined.
- Vocational technical education needs to keep up with technology.
- Some people think that vocational activities are for nonuniversity students.
- Some people think that only "dropouts" participate in vocational activities.
- "High tech" organizations tend to look down on vocational activities.
- Vocational technical education is expensive.
- Students do not take advantage of vocational technical education programs.
- I believe that no vocational technical education is provided for 7th and 8th grade students.
- Vocational programs need more and better partnerships with businesses.

- Educators must determine the needs of private sector businesses and address those needs in their teaching.
- The small size of our school limits funding to our vocational programs.
- Students are not encouraged to enroll in vocational technical education classes.
- Class scheduling needs to be improved so that students can more easily select vocational technical education classes.
- We need to improve the cooperative education program.
- Many students leave high school with little or no trade skills.
- Vocational technical education needs to prepare students to meet the needs of new industries in our community.
- Vocational programs need to make sure that training is available for the skilled jobs in the community.
- Vocational technical education needs to be accessible to all special populations.
- Students often fail to realize the many opportunities for a career in the skilled trades offers.
- Vocational technical education is often viewed by school systems as an "extra," and they feel that their first priority should be "basic education."
- Some people think that vocational fields are less important and/or less lucrative than academic fields. We need to re-educate parents and teachers that technological fields offer skilled technicians great income potential and opportunities.
- A blended education that incorporates both vocational and academic training should be an emphasized.
- Vocational professionals should visit schools to promote both their programs and the potential that exists in vocational fields.
- We should give businesses tax benefits for sponsorship of vocational programs.
- The "old guard" at our local high school is having difficulty getting on board with the cost of implementing a successful program. They consider it competition within the school budget for dollars previously assigned to collegiate programs.
- Writing grants and other assistance from the community on a volunteer basis would be helpful.
- We need a greater variety of occupational training programs.
- Special accommodations are needed for women who are reentering vocational education. I feel intimidated by all the young students.
- Many students are entering the workplace with inappropriate work ethic.
- We are in a remote area and don't have the luxury of tapping into local businesses.
- There is a lack of certified teachers with industry experience.
- Vocational technical education students need to be convinced that vocational education also includes learning English, math, science and computers.
- There are limited "block" periods available for training.
- It is essential that we provide students with knowledge of career outcomes and prepare students not only professionally but also personally.
- One of the greatest challenges vocational technical education faces is the pace at which technology changes.
- It is important to keep current materials in good working order.

## ADDITIONAL COMMENTS

- Our school district had a better vocational education department 10-15 years ago.
- Educators need to realize the value and benefits of vocationally skilled students.
- It is very important to overcome the perceptions that vocational technical education is "only for dropouts" and for nonuniversity students.
- Educators should realize that business methods can change hourly, daily, and weekly.
- Businesses do not take summer vacation.
- Businesses are customers of education.
- Vocational technical education should be number one on all elected officials' agendas.
- We need to expand, not cut vocational technical education.
- Today's technical opportunities are vast with the right education.
- I feel that these programs are very important at the community college level to assist women in re-entering the work force. I strongly support the Arizona Women's Education and Employment Program in assisting single parents and displaced homemakers in gaining the skills necessary to obtain self-sufficiency.
- Employees who have selected vocational education as a career path are commanding higher annual incomes than most university graduates are.
- Industry task forces should be established.
- Start national appropriations of money to schools, especially rural ones.
- A west valley vocation center similar to the one in the east valley is needed.
- Closer relations and communication between high schools, community colleges and industries is needed.

## LABOR ORGANIZATION RESPONSES TO QUESTION 1

N=7

How does vocational technical education benefit students in grade 7 through community college?

- Vocational technical education allows students to explore careers and begin specific training that will prepare them to meet the job skill requirements of the future. Identifying job interests and developing related skill results in workplace success.
- Vocational technical education is extremely important in helping students make well-informed decisions concerning potential careers. Especially in the 7<sup>th</sup>- 12<sup>th</sup> grades when exposure is important. Community college students have the opportunity to gain some knowledge in their chosen vocational field in preparation for entrance into the work force.
- Vocational technical education allows students to have opportunities to discover the world of work and to develop work-related skills.
- Many students will not go to college, but they can and will learn vocational skills if the opportunity is available.

## LABOR ORGANIZATION RESPONSES TO QUESTION 2

N=7

Identify challenges faced by vocational technical education and possible solutions to address these challenges.

- The major challenge is convincing students, parents, educators, counselors, administrators, and school boards of the disservice the current education system, with its lack of vision and commitment for vocational technical education and the results for students. Electing school board officials and education department leaders who embrace a philosophy that will adapt a system to serve the needs of the majority of our students will begin to address this challenge.
- Counselors need to stress the growing emphasis on careers in technology. Educators need to look at the figures and then they will realize that most students either do not go to college or complete a 4-year degree. There is a tremendous shortage of skilled blue-collar workers in this country and until vocational funding is increased and attitudes change, it will only get worse.
- Funding and consolidation are real problems. Small rural school cannot offer the programs offered at EVIT, for example. Residential vocational education schools are needed.
- Vocational technical education should be of the highest, up to date caliber to keep up with changes and improvements. Schools should seek to find continual funds for these programs, as they are as important as the college and traditional curriculum. Schools should seek to find grants to ensure necessary, up-to-date machines and equipment. This is as important as the education that is gained through the best of books through which our college students learn.
- At present, it is difficult for vocational education to receive fair support due to an emphasis on college preparation. The few programs available have difficulty attracting students due to a stigma that is often reinforced by teachers and counselors.
- Vocational education needs to link more closely with the industries and students it serves. Whereas college preparation only prepares students for college, vocational education prepares students for careers but does not preclude college. This should be promoted.
- Textbooks offer no experience. Hands-on training is needed. Another problem is that vocational teachers don't always get the training they needed. They are often thrown into something that they are not prepared for.

## ADDITIONAL COMMENTS

- Vocational technical education is a minor player in Coconino County so far as serving immediate business needs. Business organizations are currently attempting to change this.
- I make a good living because of good vocational classes and good vocational teachers.

## SPECIAL POPULATIONS RESPONSES TO QUESTION 1

N=51

How does vocational technical education benefit students in grade 7 through community college?

- Vocational technical education provides information and experience about the world of work.
- Students can begin to see the parallels between school and work.
- Vocational programs build confidence and give direction to many youth.
- Vocational education teaches students valuable skills and prepares them for college.
- Vocational technical education offers alternatives to traditional college preparatory education and encouraging students to continue their education past high school.
- Vocational programs prepare students with career specific training that can lead to employment upon completion of high school or community college.
- Vocational technical education provides a means for students to earn a living to support themselves and their families.
- Vocational technical education is the key special needs students need to apply academics.
- Vocational programs set measurable, realistic goals and indicators to help students understand their strengths and weaknesses.
- Vocational technical education provides students with learning disabilities opportunities to explore careers and gain work experience in order to make career decisions.
- Vocational programs help build self-esteem.
- Vocational education provides a strong, well-trained work force for our community and country.
- Through vocational technical education, students with disabilities easily transition to Vocational Rehabilitation Services as they exit school and go on to college or a job.
- Vocational programs keep students interested in school for a longer period of time.
- Vocational technical education is in essence a publicly funded trade school that fuels the job market with workers of the future.

## SPECIAL POPULATIONS RESPONSES TO QUESTION 2

N=51

Identify challenges faced by vocational technical education and possible solutions to address these challenges.

- Funding allocation needs to be addressed. State plans usually focus on elementary and secondary education, which makes it difficult for postsecondary education to fulfill state requirements.
- There is a struggle to keep vocational technical education dollars separate and traceable at a time when we are trying to integrate vocational and academic needs.
- Paperwork takes time away from the implementation of programs.
- Technology is constantly changing and schools must update their educational materials regularly to keep up with this.
- Vocational technical education must continue to prepare students in a well-rounded way, incorporating reading, writing, and history skills so that the student will be competitive in the job market.
- Vocational programs need to serve a wide range of ability groups.
- Vocational technical education needs to develop in students the drive to achieve and convince them that hard work will pay off in the future.
- Vocational programs are often seen as programs for students who can't learn or mainstream.

- Continued legislative support is needed to maintain state-of-the art facilities.
- There is a need to fund programs that students want and need rather than just the currently popular ones that the government will fund.
- Vocational education should meet the needs of students with special needs and/or other barriers.
- Increased labor market research would help identify needed labor, and training could occur accordingly.
- Vocational classes serve as our district's "at risk" program. How can interested students receive quality education if the district insists that the best place for "at risk" students and students with behavioral problems is the vocational programs?
- Currently a passing grade in vocational technical education programs is 70 percent. Nowhere in the "real world" do I find employers who believe that a job well done is 70 percent.
- I don't think the special needs population has access to a lot of current vocational technical programs due to the academic prejudices attached to them.
- There seems to be a lack of work ethics in vocational technical education.
- Our special populations (single parent/displaced homemakers) have a need at the community college level for vocational programs that prepare them for work opportunities at a livable wage.
- At our community college, enrollment in vocational technical education classes has been very limited with predominantly male enrollees.
- There is a challenge in aligning state standards to vocational curriculum.
- I believe the challenge faced by vocational technical education is to provide individual instruction to meet the needs of special education students who wish to pursue a vocational program.
- One of the major challenges is community awareness and involvement. We must overcome the stigma of vocational education by widespread education.
- At our community college most vocational technical education programs are developed for transfer to 4-year institutions. This presents problems for many special populations students who have a limited window of opportunity due to funding problems.
- Vocational programs should employ teachers who are qualified to teach their field and who enjoy students. Teachers should also be responsible for teaching what is actually required in the workplace.
- Vocational education fails to help students see the benefit of education beyond employment. Solutions include presenting vocational programs as lifelong education, providing more contextual learning, and offering support services that follow students through education into the workplace for at least one year.
- Vocational technical education needs to concentrate on the special populations of teen parents and especially young women.
- Vocational programs need to attend to the cultural barriers that prevent long-term success for many young people, particularly females.
- Most vocational programs seem to focus on students who are going to college rather than students who want skills to pursue jobs.
- Vocational technical education should include more diverse classes such as carpentry and clothing.
- As our residential areas grow and take space formerly used for agriculture we need to address the fields of hydroponics, animal husbandry in confined areas, alternative energy, etc.
- A major challenge in vocational technical education is the lack of communication between schools and communities.
- In some rural areas, there are no real job opportunities and no opportunities to visit employers and job shadow.

- There is a problem with "pirating" of vocational funds for other academic or nonvocational pursuits such as athletics.
- Some people think that everyone should be college-bound.
- Our curriculum is now geared toward college-bound students.

#### ADDITIONAL COMMENTS

- I often see special populations excluded due to restrictions on funding uses. Restrictions often are created around preconceived notions of how schools and classrooms are organized and how the diversity of programs are stifled because we don't "fit" the notion of what a school looks like.
- Schools need all the extra help we can get including extra funding from the Carl D. Perkins Vocational and Technical Education Act.
- Vocational programs need to be able to place their graduates in business and industry.
- Closer ties between high schools and community colleges would be a benefit.
- Low-income students need the latest equipment and assistance with counseling to support their goals.
- Vocational programs that meet the needs of the student and the potential employer should be encouraged to assure students that training will result in a job with a reasonably good salary.
- School to work has focused on youth in grades K-12. The state needs to ensure that the community college level adults are served as well.
- The state needs to take leadership in requiring and monitoring programs that work with special populations.
- We need to have employed former students help publicize the need for vocational technical education.
- We lose approximately 10 percent of our students to the alternative school, most for reasons such as the low teacher/student ratio, the "work at your own pace" setting, and acceptance of personal differences (makeup, jewelry, and hair styles) as long as general rules are followed and work is done. A significant portion of this 10 percent is special populations.

How does vocational technical education benefit students in grade 7 through community college?

- Vocational technical education provides students with access to information and training, career exploration activities, job-entry skills and equity training, and access to nontraditional programs.
- Vocational education provides opportunities for students who might not fit into higher education.
- At the high school level, vocational programs do not have the image or carry the clout that academics/college prep offerings do even though vocational programs are excellent.
- Vocational technical education keeps students interested in school. It gives them skills that they can use now and in the future. Instruction is hands-on and meets the needs of students with different learning styles.
- Vocational education prepares students for employment and further education.
- Vocational education helps students connect what they are doing in class to the real world. Students have the chance to work in courses related to their career interests.
- Vocational technical education provides students practical knowledge and skill development regardless of their choices beyond high school.
- At the community college, many of our students are reentering the vocational education process after years of being out of school. They do not know what vocational education is and what it is designed to do. They usually need a job or a better job. They may need school to help them see their own worth or to see a brighter future. By providing vocational education, these students can get quality training in a minimum of time and enter the work force at a wage necessary for self-sufficiency.
- Many students have families, jobs, and other responsibilities. They have less time and money than traditional students do. They often need developmental courses in reading, written English, and math. They generally want a job or a better job. They may need school to help them see their own worth or to see their future as brighter. Vocational education provides quality training in minimum time and enables them to enter the work force at a wage necessary for self-sufficiency.
- Vocational education provides college students a certificate that allows them to get a decent job. The education provides guidelines for assessment and advisement, competencies requirement and transfer, employment information. It also provides criteria from which advisors evaluate and improve services.
- Vocational technical education provides students a means to learn about careers and a chance to explore and possibly focus on a particular occupation.
- The world today is very competitive. Students need all the practical applications of academics that they learn in their vocational classes. Students need to learn to work in groups and to understand how to apply what they learn to life after school.
- Vocational technical education allows those students who have difficulty capturing high-level concepts to see them applied.
- Vocational technical education motivates students to do well. They develop skills prior to a “first job.” They begin to see the application of core academic subjects. Vocational technical education also paves the way for a course of study prior to higher education experience.
- Problem-solving skills and thought processes are important parts of our vocational programs.
- Vocational technical education helps prepare students for jobs while in high school and upon graduation. Students improve their skills at the community college level. Many adults take college courses for retraining in technology to help them secure employment or advance in their present jobs.

- Vocational technical education develops occupational skills, enhances and gives meaning to academic skills by demonstrating application, and promotes student learning by creating interest.
- Good vocational technical education offers alternatives to careers in clusters/pathways, sometimes in programmatic areas. Good vocational education complements good core academic education.
- Vocational technical education provides hands-on learning through authentic tasks; it provides the opportunity to apply the academic skills; it provides entry-level skills that could lead to employment; and it provides career explorations in selected career pathways.
- Student organizations provide vocational technical and occupational skills.
- Vocational technical education has greatly benefited our rural community. Our vocational programs motivate students to stay in school, and we have had great success with tech-prep articulation agreements.

## PROGRAM ADMINISTRATOR RESPONSES TO QUESTION 2

N=56

Identify challenges faced by vocational technical education and possible solutions to address these challenges.

- Maintaining trained educators in vocational fields is a problem.
- Vocational classes are sometimes used as a dumping ground.
- The Arizona funding formula is a joke. Solutions might include providing more funding to grades 7 and 8; exploring the potential of nurturing/supporting dual academic and vocational teacher certification options; emphasizing articulation/dual enrollment; and directly involving industry in a leadership role.
- Students see other elective courses as more fun and not requiring the work needed to successfully complete a vocational course. Administrators want to eliminate vocational courses to provide more time for remedial classes to meet AIMS standards. A possible solution is the integration of academics into vocational courses.
- Challenges include updating technology in the classroom, keeping curriculum current to industry/college standards, and articulating with the community college.
- The emphasis on AIMS is a problem. Perhaps a solution lies in integrating the academics and vocational courses.
- Too many forms to fill out; does not leave enough time for the classroom!
- We need fewer electives. Maybe we should mandate fundamental technical skills.
- Students must be trained in quality, high-tech curriculum that meets the current needs of employers. Linkage between educators and employers through advisory boards is a must.
- Funding agencies—DES, VocRehab, JTPA—only recognize the standard 2 years of training and do not allow students time to develop their basic skills. In order to encourage success for these reentry students, single parents, and displaced homemakers, support services such as advising, tutoring, mentoring, job-seeking skills, job referral, and placement are needed.
- College students are from a variety of groups—LEP, first generation, disabled, and disadvantaged. They need tutors, notetakers, special software, etc.
- A big problem is parents' perception of vocational technical education. Schools need to communicate the benefits of vocational education and the availability of courses.
- Most students are directed towards getting a Baccalaureate Degree. There needs to be a shift at the national level to change this attitude.

- Problems include the political agenda of ADE; shortsightedness of ADE; lack of vocational teacher preparation; nonquality programs, and everything moving at a snail's pace.
- With increasing demands made on students to succeed and prepare for college, we no longer allow students the experience to explore just for the thrill of it. With constant pressure to do better and try harder, students do not have time to try elective and creative work with their hands. Decreasing funds and larger class sizes make it very difficult for instructors to effectively teach to students' individual needs.
- State standards and AIMS may take away elective periods for those students identified for remediation, thus limiting the time for vocational classes. Other challenges are finding certified teachers, and funding to maintain and update equipment.
- It's a problem when school districts develop innovative programs that are successful and then monies are taken or decreased drastically. Decreased funding also places a heavy burden on personnel who spend time to develop and purchase materials/supplies and programs are short-lived. There is no time to see long-term results of these successful programs.
- Funding is always foremost in our list of needs. Scheduling field trips to industry sites is also a problem for rural areas.
- The negative attitude of the public is a challenge, along with integration into the core curriculum, shortage of qualified teachers, and funding for equipment and materials.
- Challenges are keeping current with technology, providing training and inservice for instructors, keeping equipment working properly, and providing work experience and internships for students in small communities.
- Vocational education has to break through the stigma of being nonacademic. Our society seems to prize the academic/college-bound courses. We forget that everyone eventually works and that skills acquired in one place can transfer to other work situations.
- Image! Image! Image! Another challenge is delivering what we promise.
- Education must be for global careers, not always what is available in a specific community.
- The funding formula needs to be reconfigured based on more recent data.
- An extended internship program is needed to prepare/update teachers. Administrators, as well as parents need to be updated on current occupations and needs for skills for the work world of the future.
- Counselors need appropriate career and program information to provide to students and parents.
- Funding and the use of facilities are a problem. Maintaining low enrollments in high-cost programs means that schools may not offer programs because of low enrollment.
- Our biggest challenge is getting parents and students to buy into vocational programs. Getting national, state, and local coverage by key people would be a way to address this.
- In our rural community, the greatest obstacle is the small number of workplace opportunities. We address this by providing "in-house volunteer" experience. Maybe modified standards for small, rural schools would help.
- Funds should be used to help educators take advantage of technological training. Educators need to be provided with release time for seminars and conferences to stay current.
- Providing business partnerships that provide opportunities for mentoring, shadowing, and internships is a major challenge.

## ADDITIONAL COMMENTS

- The vocational education I received during my high school years has been the foundation for every employment situation I have had. I believe that all students should have the benefits of hands-on skills and a technical working knowledge to help them pursue endeavors after school. More emphasis needs to be put on the colleges to eliminate duplication and repetition in classes.
- I would like to see continued funded for successful programs that collaborate with higher education institutions. Students become very familiar with what is offered at those levels as well as with the sites, thereby making it less intimidating.
- Vocational education is vital to our schools, students, and community. We are training our future!
- I believe that vocational technical education is an important part of the education system, and as a school employee and parent I back ADE's efforts.

## OTHER\* RESPONSES TO QUESTION 1

N=20

\* Advisory committee member, Title I coordinator, school administrator, city/county education commission director, retired vocational educator, high school counselor, college director, university president, tech-prep coordinator, ESL coordinator, training coordinator, computer technology director, disabled student resources specialist

### How does vocational technical education benefit students in grade 7 through community college?

- Vocational technical education provides an excellent alternative for students not seeking a college degree. More families are looking in at the reality of what their children will succeed at and, therefore, making better choices. The success stories are gaining ground.
- Vocational technical education provides hands-on experiences that are highly motivational and prepare students for the workplace.
- Vocational education provides job skills and career interest for students not wishing a 4-year degree.
- Vocational education provides students in middle and high school the opportunity to look at careers in the broad prospective. Community college helps place students on a path for lifelong career development. Vocational education needs to be part of every student's training. All students need work skills whether their goal is to become a doctor or a plumber.
- For some students, vocational technical education provides an interest and reason to stay in school and graduate. For others, it is the first step to a college degree/certificate or a trade-career school certificate and productive career.
- Vocational technical education is important for students who are not interested in a traditional college program. Many students are pressured into enrolling in a college program only to discover that they are not interested in the course offerings or are unable to do the required work.
- Students not attending a university need an alternative way to prepare themselves for productive work in this increasingly technological society. Serious pursuit of a vocational technical education in high school and community college can meet that need.
- Our programs serve 50 percent of our current school enrollment. Students have the opportunity to do hands-on career-related skill training.
- Everyone learns differently and vocational technical education gives an opportunity to reach those who haven't been reached in traditional education.

## OTHER RESPONSES TO QUESTION 2

N=20

### Identify challenges faced by vocational technical education and possible solutions to address these challenges.

- A challenge is convincing school administration and school boards of the value of vocational technical education and the need to make it a priority in times where programs are being cancelled due to funding. School districts should, by legislation, be accountable for having vocational programs in place—not optional. Parent and community involvement is a strong, effective means to promote programs and ensure their success.
- Challenges are reduced funding, increased teacher time for paperwork and accountability, mainstreaming issues of special population students, and keeping technology equipment up to date, which impacts knowledge that students ultimately take to the workplace.

- Finding qualified teachers to fill positions in rural schools is a problem. We have had to drop programs due to a lack of teachers. Higher salaries and more aggressive recruiting may help to eliminate this problem.
- Vocational technical education is stereotyped. Teaming between academic and vocational teachers and business participation would help break this cycle, as well as incentives provided by the state, i.e., professional development days for teachers and tax incentives for business.
- School administration is not open to vocational training. One solution would be more grants for vocational education and allow journeymen to teach without a teacher's degree.
- High school counselors seem to focus on colleges and universities. Students interested in attending a vocational institution are not given a priority and may even be discouraged from attending a vocational school. School counselors need a better understanding of alternative career opportunities for students.
- A challenge is the attitude that vocational technical education is not a rigorous and not "professional" training and that all students must go to a 4-year college to be successful.
- Business should go to schools to assist instead of bashing schools.
- Vocational technical education students currently bear a stigma in America that does not exist in other cultures (e.g., Germany). We must put pride into these programs with solid academic standards, healthy funding, and good jobs for graduates.
- Vocational technical education is much more high cost than normal academic education. Funding is critical for facilities, equipment, and competent, appropriate instructors.
- Articulation is a big issue between K-12 and the community college. In our county each school district operates independently in its relationship with the college. This is confusing for citizens, government, and business. We need collaboration between all entities. Incentives to local government to bring these groups together to develop a work force development action plan would increase the effectiveness of vocational technical education.
- Tech-prep is a program that has a lot of answers for the improvement of technical education and would profit from more inclusion in local and state plans.
- The push for academic achievement (AIMS) needs to be accomplished without reducing the opportunity for vocational courses. Different high school diplomas may be needed for standard coursework leading to community college and/or career schools, and for college/university schools. This is not a diploma of less value, but one of a different emphasis.

#### ADDITIONAL COMMENTS

- Develop partnerships with both professional organizations and private industry.



## Meetings

**Tuesday, September 21, 1999**

Tuesday, October 19, 1999

Tuesday, November 16, 1999

Tuesday, January 11, 2000

**Tuesday, April 25, 2000**

All meetings begin at 8:30 am.

## Meeting Location

East Valley Institute of Technology (EVIT)

1601 West Main Street

Mesa

## Appendix F. Basic Grant Assurances and Local Application

### APPLICATION SUBMISSION REQUIREMENTS

➤ **APPLICATION SUBMISSION:** Please submit your original application with ink signature plus one copy.

➤ **MAIL OR DELIVER YOUR APPLICATION TO:**

Arizona Department Of Education  
School To Work Funding Unit  
1535 W. Jefferson, Bin 36  
Phoenix, AZ 85007-3280

<b>APPLICATIONS SENT TO ANY LOCATION OTHER THAN THE SCHOOL TO WORK FUNDING UNIT WILL NOT BE CONSIDERED AS OFFICIALLY RECEIVED</b>
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➤ **RECOMMENDED DUE DATE FOR APPROVED OR SUBSTANTIALLY APPROVED PROJECT BY  
SEPTEMBER: June 30, 1999**

**APPLICATIONS RECEIVED AFTER NOVEMBER 1, 1999 WILL NOT BE PROCESSED.**

➤ **GRANT RECIPIENT REPORTING REQUIREMENTS:** Recipients of these funds must submit the following reports as requested: Mid Year and Final Narrative Reports describing progress on project objectives to date, Monitoring Report, and Expenditure Report.

#### **ADDITIONAL INFORMATION:**

Financial Questions, contact:

Denise Pawlak, Financial Manager	542-3823
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Programmatic Questions, contact:

Karlene Darby, Federal Vocational Programs Manager	542-3450
Kerry Budinger	542-3437
Roger Ellis	542-2298
Rose Hurwitz	542-5075
Vic Harrel	542-4365
Maury Montoya	542-5315

Specific Program Coherent Sequence Questions, contact:

Agriculture:	Dennis Fiscus	542-5356
Business:	Janet Gandy	542-5046
Career Development:	Vacant	542-5353
DECA	Oleg Shvets	542-5354
Trade/Industrial:	Patrick Foster	542-5423
Family and Consumer Science:	Jan Brite	542-5487
Marketing:	Kathy Bedard	542-5049

**ARIZONA DEPARTMENT OF EDUCATION (ADE)**  
Perkins Act Basic Grant  
**LOCAL EDUCATION AGENCY APPLICATION**

☐ APPLICATION      ☐ RENEWAL APPLICATION      ☐ AMENDMENT

The Applicant Agency \_\_\_\_\_, C.T.D.S. No. \_\_\_\_\_, assures the Arizona Department of Education that it will implement the eligible program activities and maintain appropriate documentation to fulfill program requirements.

**INSTRUCTIONS:** Submit a signed original to appropriate program area office,  
1535 West Jefferson Street, Bin 36, Phoenix, AZ 85007

1. Project Director/Contact: Phone No.: E-Mail Address:	2. Application Term:  Begin:                      End:	3. Project No.:
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**PROGRAM ASSURANCES:**

The applicant agency identified above assures the Arizona Department of Education that it will implement appropriate activities in keeping with the intents and purposes of this grant/project and, where appropriate, 34 CFR 76 (EDGAR); that it will use the current version of the Uniform System of Financial Records for fiscal control and fund accounting procedures, and that it will maintain appropriate documentation for audit and monitoring purposes.

The applicant agency further assures:

1. That it will file/has filed with the Arizona Department of Education its current General Statement of Assurance.
2. That it will comply with Program specific Assurances as may be appropriate.
3. That any materials produced from the funded projects shall be the property of the State of Arizona and shall be made available to the general public only on a cost recovery basis.
4. That all activities under this application will align any curriculum plans with the Arizona Student Achievement Program.
5. Furthermore, if submitted electronically, the person whose username appears below has authorized the submittal of this application.

\_\_\_\_\_  
Signature--Authorized Agent (Submit original signature. Please sign in blue ink.)      Date of Signature

\_\_\_\_\_  
Typed Name and Title

\_\_\_\_\_  
Mailing Address

**(For SEA Use Only)**

The Arizona Department of Education approves the program budget based on the availability of funds and the appropriate program assurances submitted by the applicant school district/agency.

Signature: \_\_\_\_\_  
ADE Program Authorized Agent      Date of Signature

Signature: \_\_\_\_\_  
ADE Superintendent (or Authorized Representative)      Date of Signature

ADE 31-204, 6/97  
gaa451.hms (5054)

NOTE: In the event of (1) Federal reduction of your program name funds or  
(2) Another method of disbursement of federal funds, this application **MUST BE REVISED.**

## *BASIC GRANT PROGRAM AND FISCAL ASSURANCES*

- (1) Eligible recipients will annually evaluate (using the state established Performance Standards Evaluation process) Vocational Technical Education programs to assess progress of all students, including special populations\*, in meeting Arizona's core indicators [§113(b)(2)]. These core indicators will measure students':
  - (a) Attainment of challenging State-established academic, and vocational and technical skill proficiencies;
  - (b) Attainment of secondary degree or equivalent, proficiency credential in conjunction with a secondary diploma, or postsecondary degree or credential;
  - (c) Placement in, retention in and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment;
  - (d) Participation in and completion of Vocational Technical Education programs that lead to nontraditional training and employment. [§113(2)(A)]

*\*Special populations definition [§3(23)]: "...individuals with disabilities; individuals from economically disadvantaged families (including foster children); individuals preparing for nontraditional training and employment; single parents (including single pregnant women); displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency."*

- (2) Individuals who are members of special populations will be provided equal access to the full range of Vocational Technical Education activities and programs available to individuals who are not members of special populations, and will not be discriminated against on the basis of their status as members of special populations; these programs and activities will be monitored by qualified state staff to ensure access and quality. [§122(c)(8)(B) and (C)]
- (3) Individuals who are members of special populations will be provided appropriate supplemental support services, strategies, and activities, through an Individualized Vocational Education Plan (IVEP) and process, to enable those individuals to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage careers. [§122(c)(7)]
- (4) Eligible recipients will cooperate and participate with the eligible agency including compliance with timely and complete, accurate, and reliable data collection activities, monitoring, and reporting requirements. [§122(c)(20)]
- (5) The eligible agency will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title. [§122(c)(10)]
- (6) None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate. [§122(c)(10)]

## PROGRAM AND FISCAL ASSURANCES CERTIFICATION

I, \_\_\_\_\_, representing the Local Education Agency \_\_\_\_\_, assure the Arizona Department of Education that I have read, understand, and affirm the district is in compliance with the Perkins Act Basic Grant Assurances 1 through 6 listed on the previous page, as well as the General Statement of Assurances on file for my district.

\_\_\_\_\_  
Signature/Title (Authorized Representative)

\_\_\_\_\_  
Date

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### **LOCAL PLAN FOR VOCATIONAL TECHNICAL EDUCATION PROGRAMS**

To meet the requirements of the Perkins Act of 1998, the Arizona Department of Education continues the implementation of the Arizona Model for FY 2000. The Model promotes the development of a coherent sequence of instruction at Levels I, II, and III as outlined in the *\*Secondary Vocational Technological Education Resource Handbook*. Perkins funds must support the purpose of the Perkins Act of 1998, which is to develop the academic, vocational, and technical skills of secondary and postsecondary students who enroll in Vocational Technical Education programs. [§2]  
The Plan must address the goals included in this application. All goals must be addressed through Perkins or other funding sources.

**GOAL 1. Carry out the following Vocational Technical Education programs. [§134(b)(1)] Please complete the pages BG-1 through BG-3 listing program/course sequence for grades 7-12.**

#### **PART A – LEVEL I COURSES**

**Site:** List each site that offers Level I instruction typically associated with grades 7-8 (may be grade 9 for union high school districts).

**CTDS:** List your County-Type-District-School (CTDS) number.

**Course Code\* and Course Title\*:** List the Level I course code and course title for each course offered at each site. Include the Local Course Title.

**\*Note:** The *Secondary Vocational Technological Education Resource Handbook* (September 1997) is the source for all Program Titles, Course Titles, and Classification of Instructional Program (CIP) codes to be used in this application. Please refer to this document for additional information regarding the coherent sequence of instruction.

Site(s)	CTDS	Course CIP Code	ADE Course Title	Local Course Title

## GOAL 1 PART B – PROGRAM COURSES FOR LEVELS II AND III

**Site:** List each site that offers instruction in grades 9-12. Use a separate page for each site.

**CTDS:** List your County-Type-District-School (CTDS) number.

**Program CIP\* and Program Title:** List the Program CIP code and Program Title.

**Course CIP\* and Course Title:** Under each program, list the Course CIP and Course Title for each Level II and Level III course offered in the program. Include the Local Course Title.

**\*Note:** The *Secondary Vocational Technological Education Resource Handbook* (September 1997) is the source for all Program Titles, Course Titles, and Classification of Instructional Program (CIP) Codes to be used in this application. Please refer to this document for additional information regarding the coherent sequence of instruction.

Site:			CTDS:	
Program CIP	Program Title	Course CIP Code	ADE Course Title (List All Level II and Level III Courses)	Local Course Title

GOAL 1

**PART B – PROGRAM COURSES FOR LEVELS II AND III**  
Continuation Page (Make additional copies of this form as necessary.)

[illegible]

INSTRUCTIONS: In the space provided, please write the objective for *each required GOAL 2-11*, the measurable outcomes expected for this fiscal year and the method of evaluating whether or not the objective is met. You may have more than one objective for each GOAL. Check (✓) the appropriate Expenditure Function Code, *only if* you will be using Perkins funds to meet the objective. Perkins funds must support the purpose of the Perkins Act of 1998, which is to develop the academic, vocational, and technical skills of secondary and postsecondary students who enroll in Vocational Technical Education programs. [§2] For your information, sample objectives are provided in the Samples section (see pages Sample 1-14) of this section. You may use or modify them as needed.

<b>GOAL 2. PERFORMANCE STANDARDS - Carry out Vocational Technical Education programs to meet state performance standards. [§134(b)(2)] Develop and implement evaluations of Vocational Technical Education programs, including assessment of how the needs of special populations are being met. [§135(b)(5)] Independently evaluate and continuously improve performance. [§134(b)(6)]</b>	
Objective:  Measurable Outcomes:  Evaluation Method:	( ) Perkins Funds Used Expenditure Function Code:  ____ Instruction ____ Support Services ____ Support Services – Admin ____ Capital Outlay
<b>GOAL 3. ACADEMIC STANDARDS - Improve academic and technical skills of Vocational Technical Education students through integration of academics with Vocational Technical Education programs. [§134(b)(3)(A)] Teach Vocational Technical Education students the same challenging academic proficiencies as all other students. [§134(b)(3)(C)]</b>	
Objective:  Measurable Outcomes:  Evaluation Method:	( ) Perkins Funds Used Expenditure Function Code:  ____ Instruction ____ Support Services ____ Support Services – Admin ____ Capital Outlay

<b>GOAL 4. PROGRAM IMPROVEMENT</b> Initiate, improve, expand, and modernize quality Vocational Technical Education programs. [§135(b)(6)] Improve Vocational Technical Education programs by providing services and activities of such size, scope, and quality to be effective. [§134(b)(5)] [§135(b)(7)] Provide students with strong experience in and understanding of all aspects of an industry. [§134(b)(3)(B)]	
Objective:       Measurable Outcomes:       Evaluation Method:	( ) Perkins Funds Used Expenditure Function Code:  ____ Instruction ____ Support Services ____ Support Services – Admin ____ Capital Outlay

<b>GOAL 5. INVOLVE STAKEHOLDERS -</b> Inform and involve parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of Vocational Technical Education programs. [§134(b)(4)]	
Objective:       Measurable Outcomes:       Evaluation Method:	( ) Perkins Funds Used Expenditure Function Code:  ____ Instruction ____ Support Services ____ Support Services – Admin ____ Capital Outlay

**GOAL 6. ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS - Prevent discrimination against special populations. [§134(b)(8)]**  
**Identify and adopt strategies to overcome barriers to access/success for special populations. [§134(b)(7)(A)] Provide programs designed to enable special populations to meet state performance standards. [§134(b)(7)(B)]**

Objective:

### Measurable Outcomes:

### Evaluation Method:

( ) Perkins Funds Used  
Expenditure Function Code:

\_\_\_\_\_ Instruction  
 \_\_\_\_\_ Support Services  
 \_\_\_\_\_ Support Services – Admin  
 \_\_\_\_\_ Capital Outlay

**GOAL 7. NONTRADITIONAL TRAINING - Promote preparation for nontraditional training and employment. [§134(b)(9)]**

Objective:

### Measurable Outcomes:

### Evaluation Method:

( ) Perkins Funds Used  
Expenditure Function Code:

\_\_\_\_\_ Instruction  
 \_\_\_\_\_ Support Services  
 \_\_\_\_\_ Support Services – Admin  
 \_\_\_\_\_ Capital Outlay

<b>GOAL 8. PROFESSIONAL DEVELOPMENT - Provide comprehensive professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel. [§134(b)(10)] [§135(b)(4))A)(B)(C)(D)]</b>	
<p>Objective:</p>   <p>Measurable Outcomes:</p>   <p>Evaluation Method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>____ Instruction</p> <p>____ Support Services</p> <p>____ Support Services – Admin</p> <p>____ Capital Outlay</p>
<b>GOAL 9. TECHNOLOGY - Develop, improve, or expand the use of technology in Vocational Technical Education. [§135(b)(3)]</b>	
<p>Objective:</p>   <p>Measurable Outcomes:</p>   <p>Evaluation Method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>____ Instruction</p> <p>____ Support Services</p> <p>____ Support Services – Admin</p> <p>____ Capital Outlay</p>

<b>GOAL 10. ARTICULATION - Link secondary and postsecondary Vocational Technical Education programs. [§135(b)(8)]</b>	
<p>Objective:</p>   <p>Measurable Outcomes:</p>   <p>Evaluation Method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>____ Instruction</p> <p>____ Support Services</p> <p>____ Support Services – Admin</p> <p>____ Capital Outlay</p>
<b>GOAL 11. CAREER GUIDANCE - Provide career guidance and academic counseling for Vocational Technical Education students. [§135(c)(2)]</b>	
<p>Objective:</p>   <p>Measurable Outcomes:</p>   <p>Evaluation Method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>____ Instruction</p> <p>____ Support Services</p> <p>____ Support Services – Admin</p> <p>____ Capital Outlay</p>

*If any of the 11 goals has been left blank, your application is incomplete. You must address all 11 goals.*

## PERMISSIBLE USES OF PERKINS ACT BASIC GRANT FUNDS [§135(c)]

If you have allocated sufficient funding to address the *eleven required goals* listed above, you MAY use Perkins Act Basic Grant funds for certain additional permissible expenditure categories:

- (a) support administrative costs (not more than 5%; the 5% includes any costs in USFR function codes 2300, 2400, 2500, and any indirect costs on line 39) [§135(d)];
- (b) provide work-related experience, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to Vocational Technical Education programs;
- (c) support local Vocational Technical Education and business partnerships;
- (d) support vocational and technical student organizations;
- (e) provide mentoring and support services for Vocational Technical Education students;
- (f) leasing, purchasing, upgrading or adapting equipment, including instructional aids for Vocational Technical Education programs;
- (g) support family and consumer sciences programs;
- (h) provide vocational and technical education programs for adults and school dropouts to complete their secondary education; and
- (i) assist participating Vocational Technical Education students in finding employment and continuing their education.

INSTRUCTIONS: If you wish to *use Perkins funds* for any of these permissible items, use the space below. If you are writing more than one objective, please duplicate page BG-10 as needed. For each objective, please identify the category of permissible expenditure by title (e.g., support administrative costs) the objective for that category, the measurable outcomes expected for this fiscal year and the method of evaluating whether or not the objective is met. Please check the appropriate Expenditure Function Code you will be using to meet the objective, as you did for the required objectives.

### PERMISSIBLE USES OF PERKINS ACT BASIC GRANT FUNDS - OBJECTIVES

Permissible Expenditure Category:	
Objective:	( ) Perkins Funds Used
Measurable Outcomes:	Expenditure Function Code:
Evaluation method:	____ Instruction
	____ Support Services
	____ Support Services – Admin
	____ Capital Outlay

PERMISSIBLE USES OF PERKINS ACT BASIC GRANT FUNDS - OBJECTIVES

**Continuation Page (Make additional copies of this form as necessary.)**

Permissible Expenditure Category:	
<p>Objective:</p>     <p>Measurable Outcomes:</p>     <p>Evaluation method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>____ Instruction</p> <p>____ Support Services</p> <p>____ Support Services – Admin</p> <p>____ Capital Outlay</p>
Permissible Expenditure Category:	
<p>Objective:</p>     <p>Measurable Outcomes:</p>     <p>Evaluation method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>____ Instruction</p> <p>____ Support Services</p> <p>____ Support Services – Admin</p> <p>____ Capital Outlay</p>



(1) Applicant Agency \_\_\_\_\_

(2) Vocational Education Funding Category \_\_\_\_\_

(3) Project No. \_\_\_\_\_

(4) Check One:            ( ) Application            ( ) Amendment

(5) Expenditure Category	(6) Specific Item/Description	(7) F.T.E.	(8) Amount of Request	(9) Amount of Approval <i>(State Use Only)</i>

## DETAILED EXPENDITURE BUDGET WORKSHEET INSTRUCTIONS

This form is required to be submitted for application or amendment purposes with either the Arizona Department of Education, Secondary (ADE 9702) or Non-Secondary Vocational Budget/Fiscal Report from (ADE 9710).

Totals from item No. 10, Amount of Request, for each separate Expenditure Category (item No. 5) are to be transferred to the appropriate budget lines on the Secondary or Non-Secondary Vocational Education Budget/Fiscal Report Form.

Item No.	Description of Item
----------	---------------------

- |     |  |
|-----|--|
| 1.  | Enter the legal identification name of the applicant agency.   |
| 2.  | Enter the School To Work funding category. See Criteria Handbook.  |
| 3.  | Enter the Project number assigned by the Department of Education, School To Work Finance Unit (if known).  |
| 4.  | Check the appropriate box.   |
| 5.  | Enter the requested expenditure categories. For secondary programs, refer to the Uniform System of Financial Records (USFR) categories detailed on the Vocational Education Budget/Fiscal Report ADE 9702. For non-secondary applicants, record the appropriate categories as listed on the Non-Secondary Vocational Education Budget/Fiscal Report Form ADE 9710. |
| 6.  | Enter a detailed description for each expenditure category recorded in item No. 5. The following are examples: Trade & Industrial Education Teacher, 1,000 miles for instructional travel, consultant fees, supplies for classroom, etc.   |
| 7.  | Enter the full-time equivalent (FTE) for each listed salaried position. This will be a percentage which represents the portion of an instructor's total salary that is requested to be paid by the given project. This item only applies to budgeted salaries.   |
| 8.  | Enter the amount of the specific individual items requested in item No. 6. Total the amounts for each separate No. 5 Expenditure Category requested.   |
| 9.  | <b>DO NOT COMPLETE.</b> The final approved amounts will be completed by the Department of Education. The approved amounts will be transferred to the appropriate lines on either ADE 9702 or ADE 9710 by the Department of Education.  |
| 10. | Grand total sum of amount requested.   |
| 11. | Grand total sum of approved amount. <b>To be completed by the Department of Education.</b>   |

**ARIZONA DEPARTMENT OF EDUCATION  
BUDGET REPORT FOR FY 2000**

STATE AND FEDERAL PROGRAM [ ] Application [ ] ADE Revision  
FINANCIAL BUDGET/PAYMENT  
REPORT [ ] Amendment [ ] Number

**INSTRUCTIONS:**  
MAIL TO: Program Office Associated with this BUDGET  
1535 West Jefferson, Phoenix, AZ 85007

<b>A. PROJECT IDENTIFICATION FOR THE BUDGET PERIOD</b>					TO _____	
1. Applicant Agency		2. County		3. CTD No.		Project No.
5. Funding Source (Title 1, etc)		6. Date Submitted to ADE		7. Prepared by _____		
<b>B. PROJECT BUDGET BY LINE ITEM</b>				Phone Number (_____) _____		
				E-mail address _____		
FUNCTION	OBJ. CODE	BUDGET [1]	REQUESTED CHANGES [2]	AMENDED BUDGET [3]		
<b>Instruction 1000</b>						
10. Salaries	6100					
11. Employee Benefits	6200					
12. Purchased Professional Services	6300					
13. Purchased Property Services	6400					
14. Other Purchased Services	6500					
15. Supplies	6600					
16. Other Expenses	6800					
<b>Support Services 2100, 2200, 2600 – 2900</b>						
17. Salaries	6100					
18. Employee Benefits	6200					
19. Purchased Professional Services	6300					
20. Purchased Property Services	6400					
21. Other Purchased Services	6500					
22. Supplies	6600					
23. Other Expenses	6800					
<b>Support Services – Admin 2300, 2400, 2500</b>						
24. Salaries	6100					
25. Employee Benefits	6200					
26. Purchased Professional Services	6300					
27. Purchased Property Services	6400					
28. Other Purchased Services	6500					
29. Supplies	6600					
30. Other Expenses	6800					
<b>Operation of Non-Instructional Serv. 3000</b>						
31. Salaries	6100					
32. Employee Benefits	6200					
33. Purchased Professional Services	6300					
34. Purchased Property Services	6400					
35. Other Purchased Services	6500					
36. Supplies	6600					
37. Other Expenses	6800					
38.	Project Subtotal					
39. Indirect Cost ( % x line 38)	6910					
<b>Capitol Outlay</b>						
40. Property (School Districts Only)	6700					
41. Fixed Assets (Charter Schools Only)	0180					
42.	<b>Project Total</b>					
<b>C. PAYMENT SCHEDULE</b>		<b>D. LOCAL CARRYOVER</b>				
July		<b>CARRYOVER</b>	<b>FY 99 C/O</b>	<b>FY 98 C/O</b>	<b>TOTAL CARRYOVER</b>	
August		Local Carryover				
September		Interest Carryover				
October		Misc. Local Funds				
November		Other				
December		<b>TOTAL FY CARRYOVER</b>				
January		<b>E. TOTALS BY FUND SOURCE</b>				
February		Total of FY 2000				
March		Total of FY 99				
April		Total of FY 98				
May		Total Payments				
June		Total Carryover				
13 <sup>th</sup> Month		<b>TOTAL BUDGET</b>			<b>TOTAL BUDGET BY FISCAL YEAR</b>	
14 <sup>th</sup> Month					FY 2000	
15 <sup>th</sup> Month					FY 99	
<b>Total Payments:</b>					FY 98	

# ARIZONA DEPARTMENT OF EDUCATION

## INSTRUCTIONS FOR COMPLETING BUDGET REPORT

### APPLICATION

Check ☐ Application Box

Mail to 1535 W Jefferson, Bin 36, Phoenix, AZ 85007

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#### Section A PROJECT IDENTIFICATION FOR THE BUDGET PERIOD

1. Enter the name of district or agency applying for funds.
2. Enter the name of the county where district or agency is located.
3. Enter CTD number (C = county; T = type; D = district).
- 4. Leave this area blank-ADE completes.**
5. Enter the name of funding source: Title I, Title VI, Sex Equity, IDEA, etc.
6. Enter date submitted to ADE.
7. Enter name and phone number of person who prepared document.

---

#### Section B PROJECT BUDGET BY LINE ITEM

- 10-30. Enter budget amounts for each line item.
31. Enter project subtotal.
32. Compute indirect costs. Each program has a limit on what per cent of the funds can be designated indirect costs. You will be unable to exceed that limit. You may choose to use more of the funds in the program and establish a smaller indirect cost than the limit. **NOTE: SOME PROJECTS MAY RESTRICT INDIRECT COST EXPENDITURES.**
33. Enter the capital outlay amount. Note: Some projects may restrict capital outlay expenditures.
34. Enter project total.

---

#### Section C PAYMENT SCHEDULE

Recommend the payment amounts for each month that you estimate you will need. Refer to your budget justification, capital outlay justification pages or other reference pages before completing. If a payment schedule is not indicated by the district, ADE will complete.

Final payment schedule will be determined by ADE.

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#### Sections D and E LOCAL CARRYOVER & TOTALS BY FUND SOURCE

**DO NOT COMPLETE.** For ADE use only.

ARIZONA DEPARTMENT OF EDUCATION  
INTERAGENCY SERVICE AGREEMENT/CONTRACT  
BUDGET/ESTIMATED NEEDS PAYMENT SCHEDULE FOR  
INSTITUTIONS OF HIGHER EDUCATION AND STATE AGENCIES

**INSTRUCTIONS**

Submit original to ADE Program Office as part of proposed contract. Final contract will contain instructions for submission of periodic/completion reports

**A. PROJECT IDENTIFICATION FOR THE BUDGET PERIOD**

1. Applicant Agency _____	2. Contact Person _____ Phone No. _____	3. Project No. _____
4. Funding source (Chapter 1, etc) _____		5. Date submitted _____
6. Project Name (If any) _____		7. Check ONE <input type="checkbox"/> New <input type="checkbox"/> Renewal Application <input type="checkbox"/> Completion Report <input type="checkbox"/> Amendment <input type="checkbox"/> ADE Revision

B. PROJECT BUDGET	BUDGET (1)	REQUEST CHANGES (2)	AMENDED BUDGET (3)	EXPENDITURE TO DATE (4)	BUDGET BALANCE (5)
*EXPENDITURE CATEGORIES					
8. Salaries - Instructional					
9. Salaries - Non-instructional					
10. Employee Benefits					
11. Travel					
12. Supplies and Materials					
13. Purch Service/Consultant Fees					
14. Tuition					
15. Printing and Reproduction					
16. Utilities and Communications					
17. Other ( _____ )					
18. <b>SUBTOTAL</b>					
19. Indirect Cost ( _____ % x line 18)					
20. Capital Outlay					
21. <b>TOTAL</b>					
22					
23. Cash Balance (For Completion Purposes)					
* SEE INSTRUCTIONS ON REVERSE SIDE					

**C. COMPLETION REPORT SIGNATURE (Blue Ink Only)**

I hereby certify that this is a reasonable statement of total expenditures for this project.

_____ Applicant Authorized Agent	_____ Date
-------------------------------------	---------------

**D. SUMMARY OF AVAILABLE FUNDS INCLUDED IN BUDGET ABOVE**

Prior FY C/O \_\_\_\_\_ + FY \_\_\_\_\_ State C/O + FY \_\_\_\_\_ (New) + Other \_\_\_\_\_ = TOTAL \_\_\_\_\_  
 FY \_\_\_\_\_  
 FY \_\_\_\_\_

**E. ESTIMATED NEEDS PAYMENT SCHEDULE**

(Original ☐ Revised ☐ Date \_\_\_\_\_)

FY _____ State C/O _____ Jul _____ Jan _____ Aug _____ Feb _____ Sept _____ Mar _____ Oct _____ Apr _____ Nov _____ May _____ Dec _____ Jun _____ <b>TOTAL</b> _____	FY _____ Jul _____ Jan _____ Aug _____ Feb _____ Sept _____ Mar _____ Oct _____ Apr _____ Nov _____ May _____ Dec _____ Jun _____ <b>TOTAL</b> _____	FY _____ Jul _____ Jan _____ Aug _____ Feb _____ Sept _____ Mar _____ Oct _____ Apr _____ Nov _____ May _____ Dec _____ Jun _____ <b>TOTAL</b> _____
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ADE HIGH ED BUDGET ADE FORM 9710

BG Form 4 FY 2000

## CAPITAL OUTLAY

ATTACH TO APPLICATION, AMENDMENT OR EXPENDITURE REPORT

Applicant Agency: \_\_\_\_\_ Funding Category (see criteria handbook): \_\_\_\_\_ Project No: \_\_\_\_\_

Project Name (if any) \_\_\_\_\_ Check One Purpose: [ ] Application [ ] Amendment [ ] Completion Report

Program Topic Number \_\_\_\_\_ **Equipment must be logically related to and necessary to the approved competencies being taught.**

School Site	CIP Code	Item No.	Quantity	Description	Unit Cost	Total Cost

The above list has been compiled in compliance with the Vocational Education Equipment Guidelines.

**TOTAL** \_\_\_\_\_

Vocational Education Administrator/Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_ Date: \_\_\_\_\_

Advisory Committee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature-Applicant Agency Authorized Agent: \_\_\_\_\_ Date: \_\_\_\_\_

State Program Office Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**ARIZONA DEPARTMENT OF EDUCATION  
VOCATIONAL EDUCATION  
CAPITAL OUTLAY**

**Instructions**

This form is required to be submitted for application, amendment and final expenditure report purposes for the applicable Vocational Education funding categories as required. See Annual “Funding Criteria” and “Expenditure Guidelines” documents.

Please complete the various information on the top portion of the form: Applicant Agency, Funding Category, Project No., Project Name (if any), Purpose and Program Topic Number.

School Site	Self-explanatory.
CIP Code	Classification of Instructional Program Codes. Refer to <i>Secondary Vocational Education Enrollment Handbook</i> .
Item No.	This is the numerical sequence of the number of items on the form starting with No. 1.
Quantity	For each item identified in the Description column, enter the number of items to be/or purchased.
Description (other)	Enter the exact description of the item to be purchased using State/Federal monies. Indicate the color, model number, size or other specifications where possible.
Unit Cost (actual)	For application and amendment purposes, cost per unit obtained through bids and estimates. For final expenditure report, expended amount per unit. Include sales tax, freight and miscellaneous charges.
Total Cost	Equals Quantity column times Unit Cost column.
Administrator/Contact Person	List the individual and phone number to be contacted regarding any questions.
Advisory Committee Signature	An authorized Advisory Committee Signature (if required).
State Program Office Approval	Vocational Education State Staff approval.



## VOCATIONAL EDUCATION EQUIPMENT GUIDELINES

1. Equipment is defined as follows:
  - a. Tangible personal property (equipment), as opposed to real property (land, buildings).
  - b. Items whose useful life must be equal to or longer than one year.
2. Equipment with a purchase price limitation of \$1,000 or more must be accounted for and controlled in accordance with the provisions of the Uniform System of Financial Records VI-E (USFR) for Arizona public schools. Charter schools are subject to the provisions of the Uniform System of Financial Records for Arizona Charter Schools (USFRCS). Non secondary public schools, such as universities and community colleges, must follow the equipment purchase and inventory guidelines set forth under state law for their particular type of institution.

Property contract procedures should include the Stewardship Listing recommendation provided under the provisions of USFR VI-E, for equipment costing less than \$1,000, or similar controls for recipients to whom the USFR does not apply.

3. The acquisition cost is to include actual costs, including ancillary charges necessary to put the assets in use. Ancillary costs include tax, freight charges, assembly and installation, and other incidental costs.
4. Equipment must be logically related to, and necessary to, the occupation being taught. The equipment is to be used only for Vocational Education programs or loaned/shared with other school-based programs so as not to interfere with the Vocational Education program for which the equipment was originally purchased.
5. Eligible recipient will have available upon request requisitions, purchase orders and invoices for all Vocational Education equipment purchases.
6. Equipment will have been received and be operational in sufficient time to make an impact on the current program.
7. All purchased equipment will have adequate insurance coverage.
8. Eligible recipients will have available upon request a physical inventory of Vocational Education equipment. Districts and recipients should update their general fixed assets listing at least annually.
9. Property records of Vocational Education equipment with a unit cost of \$1,000 or more shall include:
  - a. Location (school, department, building, etc.)
  - b. Identification number (tag number, serial number, or other number that specifically identifies the item)

## **EQUIPMENT GUIDELINES (cont.)**

- c. Description (model number, size, color, etc.)
  - d. Method of acquisition (purchase, donation, construction, trade, or lease-purchase)
  - e. Source of funding
  - f. Acquisition date (month and year of acquisition)
  - g. Purchase document number (P.O. number, voucher number, or other document number that can be used to trace to the supporting documentation)
  - h. Actual or estimated historical cost
  - i. Condition of asset (for assets with unit costs of \$5,000 or more purchased with federal monies)
  - j. Percentage of federal participation (for assets with unit costs of \$5,000 or more purchased with federal monies)
10. A control system must be developed to ensure adequate safeguards to prevent loss, damage or theft of the property. Any loss, damage or theft shall be investigated.
11. Adequate maintenance procedures must be developed to keep property in good condition.
12. Eligible recipient will show that proper procedures were followed when disposing of Vocational Education equipment. A summary of required procedures is as follows:
- a. Disposition - when original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:
    - 1. Items of equipment with a current per unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
    - 2. Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
    - 3. In cases where a grantee or subgrantee fails to take appropriate disposition action, the awarding agency may direct the grantee or subgrantee to take excess and disposition action.
  - b. Right to transfer title - the federal awarding agency may reserve the right to transfer title to the Federal Government or a third party named by the awarding agency when such a third party is otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:
    - 1. The property shall be identified in the grant or otherwise made known to the grantee in writing.

## **EQUIPMENT GUIDELINES (cont.)**

2. The federal awarding agency shall issue disposition instruction within 120 calendar-days after the end of the federal support of the project for which it was acquired. If the federal awarding agency fails to issue disposition instructions within the 120-calendar day period, the grantee shall follow EDGAR 34 CFR 80.32(e).
  3. When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.
13. All procurement transactions must be in compliance with state law and local regulations.

(See Uniform System of Financial Records (USFR), General Fixed Assets, VI-E-1 through 15)

(See 34 CFR 80.32, Equipment)

## **EQUIPMENT USAGE:**

Please note that the federal regulations require:

- a. that a district will not expend funds under this grant to acquire equipment (including computer software) that results in direct financial benefit to any purchasing entity or its employees or any affiliate of such an organization; and
- b. that the district will use equipment for other instructional purposes only if (1) the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity; (2) the equipment is used after regular school hours or on weekends; and (3) such other use is:
  1. Incidental to the use of the equipment;
  2. Does not interfere with the use of that equipment for the purpose under which it was purchased; and
  3. Does not add to the cost of using that equipment for the purpose under which it was purchased.

In addition, the state requires that:

Equipment purchased with monies awarded for Vocational Education must be used to support ongoing vocational programs. If a vocational program ends, the equipment must be used to support other ongoing, approved vocational programs.

In the event an eligible recipient no longer offers vocational education or the equipment is no longer needed by any of the eligible recipient's vocational programs, the state may request that the equipment be transferred to another eligible recipient. If the state elects not to request the equipment be transferred, then the eligible recipient may transfer or dispose of the equipment in accordance with their own policies, subject to the requirements of state law or federal law, depending upon the source of funds used to purchase the equipment.

## **Guidelines When Amendments are Required**

Appendix E (Grants Administration Policies) of the Uniform System of Financial Records (USFR) applies to all eligible recipients.

***The deadline for accepting Amendments to an approved project is 90 days prior to the project ending date (Policy 6 in Appendix E).***

An Amendment must be filed:

**If** the final expenditures are projected to exceed a budgeted line item (expenditure category) on ADE 9702 or ADE 9710 by more than 20 percent or \$1,000, whichever is greater;

**If** expenditures are projected to be incurred and were not identified on the approved detailed expenditure budget worksheet (ADE 22-084) in the original approved project;

**If** the project ending date is being extended beyond the date in the approved application;

**If** there are changes in the project description and/or objectives from the original approved application;

**If** there are changes in capital outlay purchases.

If you require assistance in completing programmatic form ADE 22-013A School To Work Application/Amendment Description or ADE 22-013B School To Work Application/Amendment Objectives, please contact the programmatic individual listed in Application Submission Requirements and Information section of this packet.

**ARIZONA DEPARTMENT OF EDUCATION (ADE)**

Perkins Act Basic Grant

**LOCAL EDUCATION AGENCY APPLICATION**

☐ APPLICATION

☐ RENEWAL APPLICATION

☐ AMENDMENT

The Applicant Agency \_\_\_\_\_, C.T.D.S. No. \_\_\_\_\_,  
assures the Arizona Department of Education that it will implement the eligible program activities and maintain appropriate documentation to fulfill program requirements.

INSTRUCTIONS: Submit a signed original to appropriate program area office,  
1535 West Jefferson Street, Bin 36, Phoenix, AZ 85007

1. Project Director/Contact: Phone No.: E-Mail Address:	2. Application Term:  Begin:                      End:	3. Project No.:
---	--	-----------------

**PROGRAM ASSURANCES:**

The applicant agency identified above assures the Arizona Department of Education that it will implement appropriate activities in keeping with the intents and purposes of this grant/project and, where appropriate, 34 CFR 76 (EDGAR); that it will use the current version of the Uniform System of Financial Records for fiscal control and fund accounting procedures, and that it will maintain appropriate documentation for audit and monitoring purposes.

The applicant agency further assures:

5. That it will file/has filed with the Arizona Department of Education its current General Statement of Assurance.
6. That it will comply with Program specific Assurances as may be appropriate.
7. That any materials produced from the funded projects shall be the property of the State of Arizona and shall be made available to the general public only on a cost recovery basis.
8. That all activities under this application will align any curriculum plans with the Arizona Student Achievement Program.
5. Furthermore, if submitted electronically, the person whose username appears below has authorized the submittal of this application.

\_\_\_\_\_  
Signature--Authorized Agent (Submit original signature. Please sign in blue ink.)

\_\_\_\_\_  
Date of Signature

\_\_\_\_\_  
Typed Name and Title

\_\_\_\_\_  
Mailing Address

**(For SEA Use Only)**

The Arizona Department of Education approves the program budget based on the availability of funds and the appropriate program assurances submitted by the applicant school district/agency.

Signature: \_\_\_\_\_  
ADE Program Authorized Agent

\_\_\_\_\_  
Date of Signature

Signature: \_\_\_\_\_  
ADE Superintendent (or Authorized Representative)

\_\_\_\_\_  
Date of Signature

ADE 31-204, 6/97  
gaa451.hms (5054)

NOTE: In the event of (1) Federal reduction of your program name funds or  
(2) Another method of disbursement of federal funds, this application MUST BE REVISED.

## JUSTIFICATION FOR AMENDMENT CHANGES

**The deadline for accepting amendments to an approved project is 90 days prior to the project ending date. This is according to Policy No. 6 in Appendix E (Grants Administration Policies) of the Uniform System of Financial Records (U.S.F.R.). Appendix E applies to all eligible recipients.**

Applicant Agency: \_\_\_\_\_

Project Number: \_\_\_\_\_

Project Name (if any): \_\_\_\_\_

Project Period: Begin \_\_\_\_\_ End \_\_\_\_\_

Give a detailed explanation below for the requested changes in the budget or program.

This change is: Monetary \_\_\_\_\_ Program Only \_\_\_\_\_ Both \_\_\_\_\_  
(Check one or more.)

**Refer to the back of this form for information as to which additional forms are required for amendments.**

**Forms Required for an Amending a  
Vocational Education Project**

<u>Form Name</u>	<u>Formula</u>	<u>Non-Formula</u>	<u>Comments</u>
Arizona Department of Education, Application/ Amendment Cover Sheet ADE 22-033B	X	X	
Arizona Department of Education, State and Federal Program Financial Budget/ Payment Report ADE-9702	X	X	
Arizona Department of Education, Non-Secondary Budget/Payment Report ADE-9710	X	X	
Arizona Department of Education Detailed Expenditure Budget Worksheet, ADE 22-084	X*	X	
Capital Outlay, ADE 40-002b	X*	X	For changes in equipment items in of the 10% or \$200 limitation
Application/Amendment Description ADE 22-013A	X*	X	Required for programmatic purposes only. Changes in project description from the original approved application. Indicate the changes made to the approved project description.
Application/Amendment ADE 22- 013B	X*	X	Required for programmatic Purposes only. Changes in project objectives from the original approved application. Indicate the changes made to the project objectives.

\* **Not required for Priority Programs funding category.**

**ARIZONA DEPARTMENT OF EDUCATION  
VOCATIONAL EDUCATION  
APPLICATION/AMENDMENT DESCRIPTION**

Application \_\_\_\_\_ Amendment \_\_\_\_\_

**Applicant Agency:** \_\_\_\_\_

**Project Number:** \_\_\_\_\_ **Program Topic Number** \_\_\_\_\_  
(if known) (if applicable)

**Project Description:** Description must substantiate funding requirements for category as identified in the criteria. Provide supportive date that verifies applicant’s ability to deliver services in this project.

**ARIZONA DEPARTMENT OF EDUCATION  
VOCATIONAL EDUCATION  
APPLICATION/AMENDMENT OBJECTIVES**

Application \_\_\_\_\_ Amendment \_\_\_\_\_

**Applicant Agency:** \_\_\_\_\_

**Project Number:** \_\_\_\_\_ **Program Topic Number** \_\_\_\_\_  
(if known) (if applicable)

**Objectives:** Provide statements that indicate anticipated results during the fiscal year. Objectives must be measurable and contain the required components: (outcomes, evaluation method, and funding expenditures category). Use additional paper, if necessary.

**ARIZONA DEPARTMENT OF EDUCATION**  
**VOCATIONAL EDUCATION**  
**DETAILED EXPENDITURE BUDGET WORKSHEET**

**(1) Applicant Agency**\_\_\_\_\_

**(2) Vocational Education Funding Category**\_\_\_\_\_

(3) Project No. \_\_\_\_\_

**(4) Check One:**            ☐ **Application**            ☐ **Amendment**

(5) Expenditure Category	(6) Specific Item/Description	(7) F.T.E.	(8) Amount of Request	(9) Amount of Approval <i>(State Use Only)</i>

**Grand Totals** (10) (11)

## DETAILED EXPENDITURE BUDGET WORKSHEET INSTRUCTIONS

This form is required to be submitted for application or amendment purposes with either the Arizona Department of Education, Secondary (ADE 9702) or Non-Secondary Vocational Budget/Fiscal Report from (ADE 9710).

Totals from item No. 10, Amount of Request, for each separate Expenditure Category (item No. 5) are to be transferred to the appropriate budget lines on the Secondary or Non-Secondary Vocational Education Budget/Fiscal Report Form.

Item No.	Description of Item
----------	---------------------

- |     |  |
|-----|--|
| 12. | Enter the legal identification name of the applicant agency.   |
| 13. | Enter the School To Work funding category. See Criteria Handbook.  |
| 14. | Enter the Project number assigned by the Department of Education, School To Work Finance Unit (if known).  |
| 15. | Check the appropriate box.   |
| 16. | Enter the requested expenditure categories. For secondary programs, refer to the Uniform System of Financial Records (USFR) categories detailed on the Vocational Education Budget/Fiscal Report ADE 9702. For non-secondary applicants, record the appropriate categories as listed on the Non-Secondary Vocational Education Budget/Fiscal Report Form ADE 9710. |
| 17. | Enter a detailed description for each expenditure category recorded in item No. 5. The following are examples: Trade & Industrial Education Teacher, 1,000 miles for instructional travel, consultant fees, supplies for classroom, etc.   |
| 18. | Enter the full-time equivalent (FTE) for each listed salaried position. This will be a percentage which represents the portion of an instructor's total salary that is requested to be paid by the given project. This item only applies to budgeted salaries.   |
| 19. | Enter the amount of the specific individual items requested in item No. 6. Total the amounts for each separate No. 5 Expenditure Category requested.   |
| 20. | <b>DO NOT COMPLETE.</b> The final approved amounts will be completed by the Department of Education. The approved amounts will be transferred to the appropriate lines on either ADE 9702 or ADE 9710 by the Department of Education.  |
| 21. | Grand total sum of amount requested.   |
| 22. | Grand total sum of approved amount. <b>To be completed by the Department of Education.</b>   |

**ARIZONA DEPARTMENT OF EDUCATION  
BUDGET REPORT FOR FY 2000**

STATE AND FEDERAL PROGRAM [ ] Application [ ] ADE Revision  
FINANCIAL BUDGET/PAYMENT  
REPORT [ ] Amendment [ ] Number

**INSTRUCTIONS:**  
MAIL TO: Program Office Associated with this BUDGET  
1535 West Jefferson, Phoenix, AZ 85007

<b>A. PROJECT IDENTIFICATION FOR THE BUDGET PERIOD</b> _____ TO _____				
1. Applicant Agency		2. County		3. CTD No.
5. Funding Source (Title 1, etc)		6. Date Submitted to ADE		Project No.
<b>B. PROJECT BUDGET BY LINE ITEM</b>				8. Prepared by _____ Phone Number (_____) _____ E-mail address _____
FUNCTION	OBJ. CODE	BUDGET [1]	REQUESTED CHANGES [2]	AMENDED BUDGET [3]
<b>Instruction 1000</b>				
10. Salaries	6100			
11. Employee Benefits	6200			
12. Purchased Professional Services	6300			
13. Purchased Property Services	6400			
14. Other Purchased Services	6500			
15. Supplies	6600			
16. Other Expenses	6800			
<b>Support Services 2100, 2200, 2600 – 2900</b>				
17. Salaries	6100			
18. Employee Benefits	6200			
19. Purchased Professional Services	6300			
20. Purchased Property Services	6400			
21. Other Purchased Services	6500			
22. Supplies	6600			
23. Other Expenses	6800			
<b>Support Services – Admin 2300, 2400, 2500</b>				
24. Salaries	6100			
25. Employee Benefits	6200			
26. Purchased Professional Services	6300			
27. Purchased Property Services	6400			
28. Other Purchased Services	6500			
29. Supplies	6600			
30. Other Expenses	6800			
<b>Operation of Non-Instructional Serv. 3000</b>				
31. Salaries	6100			
32. Employee Benefits	6200			
33. Purchased Professional Services	6300			
34. Purchased Property Services	6400			
35. Other Purchased Services	6500			
36. Supplies	6600			
37. Other Expenses	6800			
38. Project Subtotal				
39. Indirect Cost ( % x line 38)	6910			
<b>Capitol Outlay</b>				
40. Property (School Districts Only)	6700			
41. Fixed Assets (Charter Schools Only)	0180			
42. Project Total				
<b>C. PAYMENT SCHEDULE</b>		<b>D. LOCAL CARRYOVER</b>		
July		<b>CARRYOVER</b>	<b>FY 99 C/O</b>	<b>FY 98 C/O</b>
August		Local Carryover		
September		Interest Carryover		
October		Misc. Local Funds		
November		Other		
December		<b>TOTAL FY CARRYOVER</b>		
January		<b>E. TOTALS BY FUND SOURCE</b>		
February		Total of FY 2000		
March		Total of FY 99		
April		Total of FY 98		
May		Total Payments		
June		Total Carryover		
13 <sup>th</sup> Month		TOTAL BUDGET	<b>TOTAL BUDGET BY FISCAL YEAR</b>	
14 <sup>th</sup> Month			FY 2000	
15 <sup>th</sup> Month			FY 99	
<b>Total Payments:</b>			FY 98	

# ARIZONA DEPARTMENT OF EDUCATION

## INSTRUCTIONS FOR COMPLETING BUDGET REPORT

### APPLICATION

Check ☐ Application Box

Mail to 1535 W Jefferson, Bin 36, Phoenix, AZ 85007

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#### Section A PROJECT IDENTIFICATION FOR THE BUDGET PERIOD

1. Enter the name of district or agency applying for funds.
2. Enter the name of the county where district or agency is located.
3. Enter CTD number (C = county; T = type; D = district).
4. **Leave this area blank-ADE completes.**
5. Enter the name of funding source: Title I, Title VI, Sex Equity, IDEA, etc.
6. Enter date submitted to ADE.
7. Enter name and phone number of person who prepared document.

---

#### Section B PROJECT BUDGET BY LINE ITEM

- 10-30. Enter budget amounts for each line item.
31. Enter project subtotal.
32. Compute indirect costs. Each program has a limit on what per cent of the funds can be designated indirect costs. You will be unable to exceed that limit. You may choose to use more of the funds in the program and establish a smaller indirect cost than the limit. **NOTE: SOME PROJECTS MAY RESTRICT INDIRECT COST EXPENDITURES.**
33. Enter the capital outlay amount. Note: Some projects may restrict capital outlay expenditures.
34. Enter project total.

---

#### Section C PAYMENT SCHEDULE

Recommend the payment amounts for each month that you estimate you will need. Refer to your budget justification, capital outlay justification pages or other reference pages before completing. If a payment schedule is not indicated by the district, ADE will complete.

Final payment schedule will be determined by ADE.

---

#### Sections D and E LOCAL CARRYOVER & TOTALS BY FUND SOURCE

**DO NOT COMPLETE.** For ADE use only.

**ARIZONA DEPARTMENT OF EDUCATION  
INTERAGENCY SERVICE AGREEMENT/CONTRACT  
BUDGET/ESTIMATED NEEDS PAYMENT SCHEDULE FOR  
INSTITUTIONS OF HIGHER EDUCATION AND STATE AGENCIES**

**INSTRUCTIONS**

Submit original to ADE Program Office as part of proposed contract. Final contract will contain instructions for submission of periodic/completion reports

**A. PROJECT IDENTIFICATION FOR THE BUDGET PERIOD**

1. Applicant Agency _____	2. Contact Person _____ Phone No. _____	3. Project No. _____
4. Funding source (Chapter 1, etc) _____		5. Date submitted _____
6. Project Name (If any) _____		7. Check ONE <input type="checkbox"/> New <input type="checkbox"/> Renewal Application <input type="checkbox"/> Completion Report <input type="checkbox"/> Amendment <input type="checkbox"/> ADE Revision

B. PROJECT BUDGET	BUDGET (1)	REQUEST CHANGES (2)	AMENDED BUDGET (3)	EXPENDITURE TO DATE (4)	BUDGET BALANCE (5)
<b>*EXPENDITURE CATEGORIES</b>					
8. Salaries - Instructional					
9. Salaries - Non-instructional					
10. Employee Benefits					
11. Travel					
12. Supplies and Materials					
13. Purch Service/Consultant Fees					
14. Tuition					
15. Printing and Reproduction					
16. Utilities and Communications					
17. Other ( _____ )					
18. <b>SUBTOTAL</b>					
19. Indirect Cost ( _____ % x line 18)					
20. Capital Outlay					
21. <b>TOTAL</b>					
22					
23. Cash Balance (For Completion Purposes)					
* SEE INSTRUCTIONS ON REVERSE SIDE					

**C. COMPLETION REPORT SIGNATURE (Blue Ink Only)**

I hereby certify that this is a reasonable statement of total expenditures for this project.

_____ Applicant Authorized Agent	_____ Date
-------------------------------------	---------------

**D. SUMMARY OF AVAILABLE FUNDS INCLUDED IN BUDGET ABOVE**

Prior FY C/O \_\_\_\_\_ + FY \_\_\_\_\_ State C/O + FY \_\_\_\_\_ (New) + Other \_\_\_\_\_ = TOTAL \_\_\_\_\_  
 FY \_\_\_\_\_

**E. ESTIMATED NEEDS PAYMENT SCHEDULE**

(Original ☐ Revised ☐ Date \_\_\_\_\_)

FY _____ State C/O _____ Jul _____ Jan _____ Aug _____ Feb _____ Sept _____ Mar _____ Oct _____ Apr _____ Nov _____ May _____ Dec _____ Jun _____ <b>TOTAL</b> _____	FY _____ Jul _____ Jan _____ Aug _____ Feb _____ Sept _____ Mar _____ Oct _____ Apr _____ Nov _____ May _____ Dec _____ Jun _____ <b>TOTAL</b> _____	FY _____ Jul _____ Jan _____ Aug _____ Feb _____ Sept _____ Mar _____ Oct _____ Apr _____ Nov _____ May _____ Dec _____ Jun _____ <b>TOTAL</b> _____
---	---	---

ADE HIGH ED BUDGET ADE FORM 9710

BG Form 4

FY 2000

## CAPITAL OUTLAY

ATTACH TO APPLICATION, AMENDMENT OR EXPENDITURE REPORT

Applicant Agency: \_\_\_\_\_ Funding Category (see criteria handbook): \_\_\_\_\_ Project No: \_\_\_\_\_

Project Name (if any) \_\_\_\_\_ Check One Purpose: [ ] Application [ ] Amendment [ ] Completion Report

Program Topic Number \_\_\_\_\_ **Equipment must be logically related to and necessary to the approved competencies being taught.**

School Site	CIP Code	Item No.	Quantity	Description	Unit Cost	Total Cost

The above list has been compiled in compliance with the Vocational Education Equipment Guidelines.

**TOTAL** \_\_\_\_\_

Vocational Education Administrator/Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_ Date: \_\_\_\_\_

Advisory Committee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature-Applicant Agency Authorized Agent: \_\_\_\_\_ Date: \_\_\_\_\_

State Program Office Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**ARIZONA DEPARTMENT OF EDUCATION  
VOCATIONAL EDUCATION  
CAPITAL OUTLAY**

**Instructions**

This form is required to be submitted for application, amendment and final expenditure report purposes for the applicable Vocational Education funding categories as required. See Annual “Funding Criteria” and “Expenditure Guidelines” documents.

Please complete the various information on the top portion of the form: Applicant Agency, Funding Category, Project No., Project Name (if any), Purpose and Program Topic Number.

School Site	Self-explanatory.
CIP Code	Classification of Instructional Program Codes. Refer to <i>Secondary Vocational Education Enrollment Handbook</i> .
Item No.	This is the numerical sequence of the number of items on the form starting with No. 1.
Quantity	For each item identified in the Description column, enter the number of items to be/or purchased.
Description (other)	Enter the exact description of the item to be purchased using State/Federal monies. Indicate the color, model number, size or other specifications where possible.
Unit Cost (actual)	For application and amendment purposes, cost per unit obtained through bids and estimates. For final expenditure report, expended amount per unit. Include sales tax, freight and miscellaneous charges.
Total Cost	Equals Quantity column times Unit Cost column.
Administrator/Contact Person	List the individual and phone number to be contacted regarding any questions.
Advisory Committee Signature	An authorized Advisory Committee Signature (if required).
State Program Office Approval	Vocational Education State Staff approval.

# ARIZONA DEPARTMENT OF EDUCATION NARRATIVE REPORT FOR VOCATIONAL EDUCATION PROJECTS

Applicant Agency: \_\_\_\_\_

Project Number: \_\_\_\_\_

## FORMULA

Instructions:

1. Indicate which report is being submitted  
\_\_\_\_\_ Mid Year  
\_\_\_\_\_ Final\*
2. The narrative should give a description of progress made on each project objective.

**\* Final reports are due sixty (60) days after the project ending date.**

## DISCRETIONARY

Instructions:

1. Indicate which report is being  
\_\_\_\_\_ First Quarter  
\_\_\_\_\_ Second Quarter  
\_\_\_\_\_ Third Quarter  
\_\_\_\_\_ Fourth Quarter

2. Quarter reports are due 15 days after the end of the quarter. A quarter is a 3-month period of time starting from the beginning date of the period. Quarter reports may be cumulative. Submit two (2) copies.

3. Attach the narrative which describes the accomplishments and progress by objective. In addition other significant accomplishments may be reported.

Technical assistance needed: ( ) YES, If yes, describe the assistance needed. ( ) NO

\_\_\_\_\_  
LEA Contact Person and Phone Number  
(Print or type name and number)

\_\_\_\_\_  
Date

**PLEASE SUBMIT ALL REPORTS TO THE FINANCIAL SERVICES UNIT - BIN 36, ARIZONA DEPARTMENT OF EDUCATION, 1535 W. JEFFERSON, PHOENIX, AZ 85007.**

**ARIZONA DEPARTMENT OF EDUCATION  
BUDGET REPORT FOR FY 2000**

CHECK ONLY ONE

**FEDERAL**

☐ CASH MANAGEMENT

**OR STATE OR FEDERAL**

☐ FINANCIAL COMPLETION REPORT

MAIL OR ELECTRONICALLY SUBMIT ORIGINAL

REPORTS TO: ADE Grants Management Office

www.ade.state.az.us

<b>A. PROJECT IDENTIFICATION FOR THE BUDGET PERIOD</b>		TO _____	
1. Applicant Agency	2. County	3. CTD No.	Project No.
5. Funding Source (Title 1, etc)	6. Date Submitted to ADE	9. Prepared by _____	
<b>B. CASH MANAGEMENT REPORT</b> <i>(due 15 days following report period)</i>		Phone Number (_____) _____	
		E-mail address _____	
FUNCTION	OBJ. CODE	BUDGET [1]	REQUESTED CHANGES [2]
AMENDED BUDGET [3]			
<b>Instruction 1000</b>			
10. Salaries	6100		
11. Employee Benefits	6200		
12. Purchased Professional Services	6300		
13. Purchased Property Services	6400		
14. Other Purchased Services	6500		
15. Supplies	6600		
16. Other Expenses	6800		
<b>Support Services 2100, 2200, 2600 – 2900</b>			
17. Salaries	6100		
18. Employee Benefits	6200		
19. Purchased Professional Services	6300		
20. Purchased Property Services	6400		
21. Other Purchased Services	6500		
22. Supplies	6600		
23. Other Expenses	6800		
<b>Support Services – Admin 2300, 2400, 2500</b>			
24. Salaries	6100		
25. Employee Benefits	6200		
26. Purchased Professional Services	6300		
27. Purchased Property Services	6400		
28. Other Purchased Services	6500		
29. Supplies	6600		
30. Other Expenses	6800		
<b>Operation of Non-Instructional Serv. 3000</b>			
31. Salaries	6100		
32. Employee Benefits	6200		
33. Purchased Professional Services	6300		
34. Purchased Property Services	6400		
35. Other Purchased Services	6500		
36. Supplies	6600		
37. Other Expenses	6800		
38. Project Subtotal			
39. Indirect Cost ( % x line 38)	6910		
<b>Capitol Outlay</b>			
40. Property (School Districts Only)	6700		
41. Fixed Assets (Charter Schools Only)	0180		
42. Project Total			
<b>C. PAYMENT SCHEDULE</b>		<b>D. LOCAL CARRYOVER</b>	
July		<b>CARRYOVER</b>	<b>FY 99 C/O</b>
August		Local Carryover	
September		Interest Carryover	
October		Misc. Local Funds	
November		Other	
December		<b>TOTAL FY CARRYOVER</b>	
January		<b>E. TOTALS BY FUND SOURCE</b>	
February		Total of FY 2000	
March		Total of FY 99	
April		Total of FY 98	
May		Total Payments	
June		Total Carryover	
13 <sup>th</sup> Month		TOTAL BUDGET	<b>TOTAL BUDGET BY FISCAL YEAR</b>
14 <sup>th</sup> Month			FY 2000
15 <sup>th</sup> Month			FY 99
<b>Total Payments:</b>			FY 98

## CAPITAL OUTLAY

ATTACH TO APPLICATION, AMENDMENT OR EXPENDITURE REPORT

Applicant Agency: \_\_\_\_\_ Funding Category (see criteria handbook): \_\_\_\_\_  
Project No: \_\_\_\_\_

Project Name (if any) \_\_\_\_\_ Check One Purpose: ☐ Application  
☐ Amendment ☐ Completion Report

Program Topic Number \_\_\_\_\_ **Equipment must be logically related to and necessary to the approved competencies being taught.**

School Site	CIP Code	Item No.	Quantity	Description	Unit Cost	Total Cost

The above list has been compiled in compliance with the Vocational Education Equipment Guidelines.

**TOTAL** \_\_\_\_\_

Vocational Education Administrator/Contact Person: \_\_\_\_\_

Phone: \_\_\_\_\_ Date: \_\_\_\_\_

Advisory Committee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature-Applicant Agency Authorized Agent: \_\_\_\_\_ Date: \_\_\_\_\_

State Program Office Approval: \_\_\_\_\_ Date: \_\_\_\_\_

**ARIZONA DEPARTMENT OF EDUCATION  
VOCATIONAL EDUCATION  
CAPITAL OUTLAY**

**Instructions**

This form is required to be submitted for application, amendment and final expenditure report purposes for the applicable Vocational Education funding categories as required. See Annual “Funding Criteria” and “Expenditure Guidelines” documents.

Please complete the various information on the top portion of the form: Applicant Agency, Funding Category, Project No., Project Name (if any), Purpose and Program Topic Number.

School Site                      Self-explanatory.

CIP Code                      Classification of Instructional Program Codes. Refer to *Secondary Vocational Education Enrollment Handbook*.

Item No.                      This is the numerical sequence of the number of items on the form starting with No. 1.

Quantity                      For each item identified in the Description column, enter the number of items to be/or purchased.

Description (other)        Enter the exact description of the item to be purchased using State/Federal monies. Indicate the color, model number, size or other specifications where possible.

Unit Cost (actual)        For application and amendment purposes, cost per unit obtained through bids and estimates. For final expenditure report, expended amount per unit. Include sales tax, freight and miscellaneous charges.

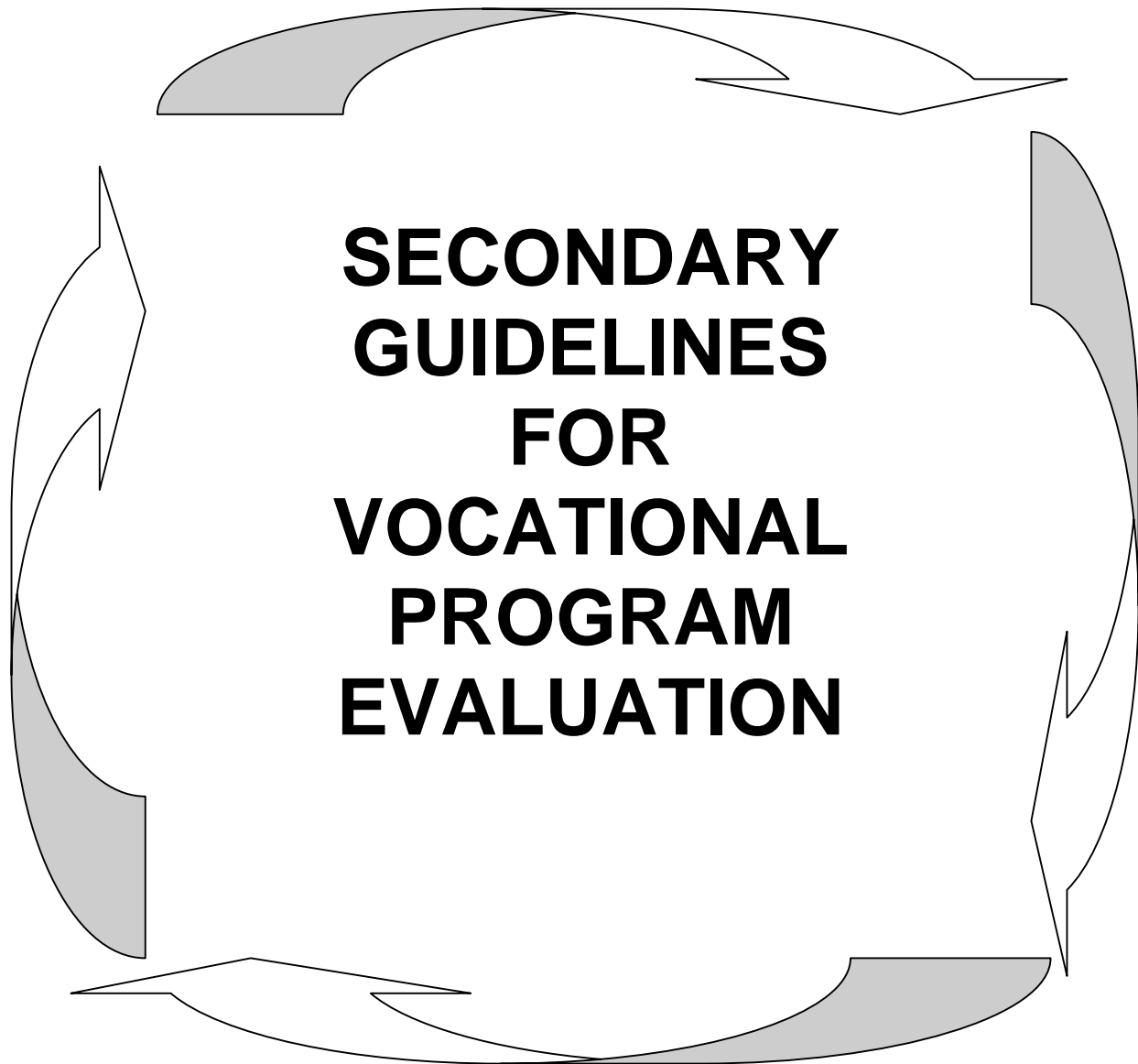
Total Cost                      Equals Quantity column times Unit Cost column.

Administrator/  
Contact Person              List the individual and phone number to be contacted regarding any questions.

Advisory Committee  
Signature                      An authorized Advisory Committee Signature (if required).

State Program  
Office Approval              Vocational Education State Staff approval.

**ARIZONA PERFORMANCE MEASURES**



**SECONDARY  
GUIDELINES  
FOR  
VOCATIONAL  
PROGRAM  
EVALUATION**

**SCHOOL YEAR 1999-2000**

*School to Work Division*  
Arizona Department of Education  
*1999*

## **MODULE I**

### **Arizona's Performance Measures**

<b>Attachment 1</b>	<b>Annual Evaluation Timeline</b>
<b>Attachment 2</b>	<b>Perkins III Operational Definitions</b>
<b>Attachment 3</b>	<b>Arizona Priority Programs Designated As Nontraditional 1999-2000</b>
<b>Attachment 4</b>	<b>Program Concentrator Report Form With Instructions</b>
<b>Attachment 5</b>	<b>Graduate Placement Survey Form With Instructions</b>
<b>Attachment 6</b>	<b>FY 2000 VTE Priority Program List in Alphabetical Order</b>

# Arizona Performance Measures

## Introduction

This guide is a resource for Vocational Technological Education teachers, local evaluation teams and administrators. The information contained in the guidelines will help the reader become acquainted with the local and state accountability requirements under the Carl D. Perkins Vocational and Technical Education Act of 1998. Users of this guide will find the annual timeline helpful in developing their district's annual evaluation and program improvement plan.

Data report forms are included to assist districts in collecting and compiling accurate and reliable performance measures data. Program performance data will be submitted annually by the districts to the Arizona Department of Education.

Districts are encouraged to access the technical assistance available from the Arizona Department of Education, School to Work Division staff.

## Overview

The Carl D. Perkins Vocational and Technical Education Act of 1998 focuses on state and local accountability for fully developing academic, vocational and technical skills of secondary students who elect to enroll in vocational and technical education (VTE) programs. The Act builds on state and local academic standards, promotes the integration of academic, vocational, and technical instruction, links secondary and post-secondary education for participating students, and provides technical assistance to improve VTE program services and activities for students.

The philosophy behind Performance Measures is to assess the effectiveness of the state in achieving statewide progress in vocational and technical education as measured by the state levels of performance.

The Arizona State Board for Vocational Technical Education approved an accountability system that assess the effectiveness of the state and local school districts in achieving statewide progress in VTE. This accountability system is based upon core indicators of performance established in the Carl D. Perkins Vocational and Technical Education Act of 1998 and performance measures approved by the State Board of Education. The core indicators and performance measures follow:

**Indicator 1.** Student attainment of challenging state-established academic, and vocational and technical skill proficiencies [Sec.113(b)(2)(A)(i)].

**Performance Measure 1.1** Ratio of average state standardized test scores of all VTE program concentrators who leave secondary education in the reporting year to the average state standardized test scores of all self identified VTE students (Stanford 9).

**Proposed Measure 1.1** Percentage of VTE program concentrators passing AIMS who leave  
**Beginning FY 2002** secondary education in the reporting year.  
**(to replace Stanford 9)**

**Performance Measure 1.3** Percentage of VTE program concentrators who attain at least 80% of the state-designated program competencies and leave secondary education in the reporting year.

<b>Indicator 2.</b>	Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential [Sec.113(b)(2)(A)(ii)].
<b>Performance Measure 2.1</b>	Percentage of VTE program concentrators who receive a secondary school diploma in the reporting year.
<b>Indicator 3.</b>	Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment [Sec.113(b)(2)(A)(iii)].
<b>Performance Measure 3.1</b>	Percentage of VTE program completers who graduated in the previous year and were placed in postsecondary education or advanced training, military service or employment in the reporting year.
<b>Performance Measure 3.3</b>	Percentage of VTE program completers who graduated in the previous year and were retained in a reported placement in postsecondary education or advanced training, military service or employment in the reporting year.
<b>Indicator 4.</b>	Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment [Sec.113(b)(2)(A)(iv)].
<b>Performance Measure 4.1</b>	Percentage of female students enrolled in nontraditional VTE programs in the reporting year.
<b>Performance Measure 4.2</b>	Percentage of male students enrolled in nontraditional VTE programs in the reporting year.
<b>Performance Measure 4.3</b>	Percentage of female students completing nontraditional VTE programs in the reporting year.
<b>Performance Measure 4.4</b>	Percentage of male students completing nontraditional VTE programs in the reporting year.

The objective of the Performance Measures process under the Carl Perkins III is to continuously strive for improved program performance. Key to this process is the identification, collection, analysis and interpretation of data related to indicators of program performance. Districts will use the data they assemble to determine current levels of their programs' performance. Data collected in 1999-2000 will establish a baseline against which to compare future performance

***SCHOOL YEAR 1999-2000  
ANNUAL EVALUATION  
TIMELINE***

<b>ACTIVITY</b>	<b>PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>
Collect data required for Performance Measures	Vocational Teachers	September 1999 – May 2000
Attend Evaluation Coordinator Training	Vocational Director Evaluation Coordinator Vocational Teachers	By Oct/Nov 1999
Recruit and train Local Evaluation Team Members and Vocational Teachers	Vocational Director	Begin October 1999
Begin graduate Placement Survey process for the class of 1998-99	Vocational Director	February 2000, 9 months after the '99 students graduate
<b>Submit to ADE Placement Survey Reports for class of 1997-1998</b>	<b>Vocational Director</b>	<b>Due April 1, 2000</b>
Administer Stanford 9 Test	District	April 2000
Compile statistical data on Carl Perkins III program performance measures	Evaluation Coordinator Vocational Teachers	By end of May 2000
<b>Submit to ADE School Year 2000 data on Carl Perkins III program performance measures</b>	<b>Vocational Director</b>	<b>Due July 1, 2000</b>
<b>Submit to ADE Placement Survey Reports for class of 1998-1999</b>	<b>Vocational Director</b>	<b>Due July 1, 2000</b>
Review data for each performance measure for all programs	Local Evaluation Team Members	September 2000
Develop program improvement recommendations and strategies	Local Evaluation Team Members	September 2000
Write program Continuous Accountability Plan	Vocational Director	September 2000
Implement the Continuous Accountability Plan and conduct regular evaluations of performance	Vocational Teachers Evaluation Coordinator	Continuous

## PERKINS III OPERATIONAL DEFINITIONS

**AIMS** – The acronym for Arizona’s Instrument to Measure Standards. AIMS scores will be used to measure achievement for the Performance Measure #1.1 beginning in FY 2002. The Class of 2002 will be required to pass the AIMS test to graduate from Arizona high schools.

**Approved Vocational Technical Education Program** – a vocational technical education program that achieves or is making substantial quantifiable gain toward meeting the state-adjusted levels of performance. Approved or provisionally approved programs qualify for federal and state vocational funds.

**Accountability Assessment Plan** – a plan based upon the findings of an external assessment directed by ADE of the Vocational Technical Education program which failed to meet the expected state levels of performance.

**Carnegie Unit** – One unit of credit awarded in grades 9-12 for a minimum of 150 clock hours of instruction during the regular school year, or 120 clock hours of instruction during summer school.

**Competency** – an educational “construct/concept” or abstraction derived from workplace task, knowledge, skill, or attitude requirements.

**Competency Attainment** – successful, demonstrated, and documented achievement of a competency.

**Continuous Accountability Plan** – a local plan resulting from the annual evaluation of the vocational technical education program. The plan identifies activities, services, and functions to be carried out to develop, support, and improve the quality of the vocational technical education program in achieving the state adjusted levels of performance.

**Continuous Improvement** – the process of systematically planning and measuring program progress and results toward achieving desired improvements.

**Course Sampler** – a high school graduate who has completed a Level III vocational technical education course but has not completed a vocational technical education program per the district’s planned sequence of courses. The course must be part of an approved vocational technical education program.

**District’s Planned Sequence of Courses** – the comprehensive coherent sequence of instruction designed to deliver the entire set of state designated program competencies for a vocational technical education program as approved by the program area State Supervisor and outlined in the district’s local application for Carl Perkins Basic Grant funds.

**Individualized Vocational Education Plan (IVEP)** – required for each vocational student who is a member of a special population category and who needs special services in order to succeed in his/her vocational program. The IVEP is a written plan that specifies the eligible category in which services are provided and lists the student’s goals, strengths and weaknesses, and the services required to reach those goals. Examples of services, modifications or accommodations include: smaller classes, modification to classroom or equipment, alternative assessment instruments, additional time for completion or tutoring services.

**Leave (Left) Secondary Education** – a measure of the total number of students, who in the reporting year have graduated or left school. Legitimate transfers are not included in the total number.

**Legitimate Transfer** – a student who withdraws from a course or school and is documented in school records using the state-prescribed transfer codes:

W1 – transfer; withdrawn to continue studies in another school or to be taught at home;

WT – transferred to another grade within the school;

WR – transferred to another register within the same grade and school;

W8 – deceased.

**Level III Vocational Technical Education Course** – a course within a district’s planned vocational program sequence that delivers state-designated Level III occupational competencies. This includes courses with a Classification of Instructional Programs (CIP) code below 90.0000. Course CIP codes above 90.0000 are not considered Level III. The course must be part of an approved vocational technical education program.

**Local Education Agency (LEA)** - means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

**Nontraditional Training and Employment** – occupational training or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in the workforce. The Arizona Department of Education used United States Department of Labor data to designate vocational technical education programs as “nontraditional”.

**Not Approved Program** – a vocational technical education program that has failed to achieve or make substantial quantifiable progress toward meeting the state adjusted levels of performance. These programs do not qualify to receive state or federal vocational funds.

**Placement** – a measure of the number of vocational technical education students who graduated and were placed in postsecondary education or advanced training, employment and/or military service within nine months. This measurement is required for program completers and optional for course samplers.

**Program CIP (Classification of Instructional Programs) Code** – the code used by Arizona to classify vocational technical education programs. The code is derived from the U.S. Department of Education’s standard educational program classification system and includes a uniform numbering system and description of educational programs.

**Program Concentrator** – a student who completes two Carnegie units of a single VTE program. One Carnegie unit must be at Level III.

**Program Completer** – a student who has attained at least 80% of the state designated competencies for an approved VTE program (Levels I,II,III).

**Provisionally Approved Program** – a vocational technical education program that has failed to achieve the state adjusted levels of performance measures and is operating under an approved Accountability Assessment Plan.

**Related Placement** – placement in employment, education or military that uses or builds on occupational competencies acquired in a vocational technical education program.

**Retention** – a measure of the number of vocational technical education program completers who graduated and were placed in postsecondary education or advanced training, employment and/or military service and have been retained in one or more of the above areas for a specified period of time to be determined (TBD).

**Special Populations** –Eligible categories of students who may receive services in order to succeed in vocational courses and programs. Services provided must be documented on the student’s IVEP. Eligible categories include:

**Handicap/Disabled** – means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990. (42 U.S.C. 12102).

**LEP** – a student with Limited English Proficiency: a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, writing, or understanding the English language, and –

- (A) whom native language is a language other than English; or
- (B) who lives in a family or community environment in which a language other than English is the dominant language.

**Academically Disadvantaged** – a student at or below the 25<sup>th</sup> percentile on a standardized achievement or aptitude test whose secondary school grades are below 2 on a 4 scale, where 4.0 equals an A; and/or a student who fails to attain minimal academic and vocational competencies.

**Economically Disadvantaged** – a family or individual including foster children, which the Local Education Agency identifies as low income (on the basis of uniform methods described in the State plan) and who requires financial assistance to succeed in vocational technical education. Examples of eligibility definitions include: Annual income at or below the official poverty line; Eligibility for free or reduced – school lunch; Eligibility for Aid to Families with Dependent Children or other public assistance programs; and Eligibility for participation in programs assisted under Title I of the WIA.

**Nontraditional** – a student enrolled in a vocational technical education program that has been identified as a nontraditional program for his or her gender. (see attached list of nontraditional programs)

**Single Parent** – Individual who has custody and responsibility for the support and care of one or more dependent children under the age of eighteen in the same residence. The individual only providing child support, but does not provide custodial care, is not considered a single parent for eligibility purposes. Single pregnant women are included.

**State Adjusted Level of Performance** – a quantifiable and measurable indicator of performance negotiated between the Arizona Department of Education and the federal Office of Vocational and Adult Education.

**State-Designated Program Competencies** – The vocational technical education curriculum competencies identified for Levels I, II, and III for each vocational technical education program available through the School To Work Division at the Arizona Department of Education.

**Tech-Prep** – an education program of study that combines at least two (2) years of a secondary Approved Vocational Technical Education Program, two years of postsecondary career education, and contextual academic education at each level in a non-duplicative sequential course of study. Approved Tech Prep program of study will include documentation of articulation between secondary and postsecondary supervised by the Director of the approved local Consortia.

**Unduplicated Enrollment** – means that a student is counted only once even though he/she may meet more than one criteria.

**Valid Placement Survey** – a completed vocational technical education placement survey that provides all of the required information. Only valid surveys will apply toward Performance Measures and placement funding.

**Vocational Technical Education** – organized educational activities that offer a sequence of courses that provide individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in a current or emerging employment sectors (other than careers requiring a baccalaureate, master's, or doctoral degree). The program includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupational-specific skills.

**Vocational Technical Education Program** – a coherent sequence of instruction designed to deliver the entire set of state-designated program competencies. A program is directly related to the preparation of individuals for employment in an occupation. Approved and provisionally approved programs qualify for state and federal funding.

AZ Priority Programs Designated as Nontraditional (by Gender) 1999-2000

<b>Nontraditional (Indicated by Gender)</b>	<b>CIP Code</b>	<b>Vocational Technical Education Programs</b>
*	52.0302	Accounting
Male	52.0401	Administrative Information Services
Female	01.0302	Agricultural Business Management-Animal Science
Female	01.0600	Agricultural Business Management-Horticulture
Female	01.0304	Agricultural Business Management-Plant Science
Female	03.0000	Ag. Business Mgmt-Renewable Natural Resources
Female	47.0606	Air-Cooled Engine Repair
Female	47.0607	Aircraft Mechanic
Male`	20.0301	Apparel Design and Merchandising
Female	47.0603	Automotive Collision Repair Technology
Female	47.0604	Automotive Technology
Female	46.0401	Building Maintenance
Female	46.9999	Building Trades
Female	48.0703	Cabinetmaking
Female	46.0201	Carpentry
Male	20.0201	Child Care and Guidance
Female	50.0402	Commercial Art
Male	12.0403	Cosmetology
Male	51.0601	Dental Assisting
Female	48.0101	Drafting Technology
Female	47.0100	Electronics Technology
*	52.0803	Financial Services
Female	43.0299	Firefighting Technology
*	12.0503	Food Production/Culinary Arts
Female	48.0201	Graphic Communications
Female	47.0201	Heating, Ventilation, Air Conditioning/Refrigeration
Female	47.0605	Heavy Duty Truck Maintenance
Female	49.0202	Heavy Equipment Operation
*	08.0901	Hospitality Services
Male	20.0501	Interior Design
Female	43.0107	Law Enforcement
Female	48.0501	Machining Technology
Female	46.0101	Masonry
Female	10.0104	Media Communications
Female	51.0802	Medical Lab Assisting
Male	51.1614	Nursing Assistant
Female	50.0406	Photo Imaging
Male	51.0806	Physical Therapy Aide
Female	46.0501	Plumbing
Female	46.0301	Residential Electrician
*	08.0700	Sales and Marketing
Female	48.0506	Sheet Metal
Female	48.0303	Upholstering
Female	48.0508	Welding Technology

**NOTE:** \* indicates the program area is nontraditional for neither gender.

The above information lists the Arizona's Vocational Technical Education Priority Programs. The determination of nontraditional occupation for male and female was based on information acquired from the U.S. Bureau of Labor Statistics and from the Arizona Department of Economic Security Employment Statistical Division.

## INSTRUCTION SHEET FOR SECONDARY VOCATIONAL TECHNICAL EDUCATION PROGRAM CONCENTRATOR REPORT

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This report is used to submit the required Vocational Technical Education (VTE) Performance Measures information to the Arizona Department of Education. It is submitted annually on or before July 1. The report lists the names of students who completed two carnegie units of a single VTE program. One carnegie unit must be at Level III. These students are considered Concentrators. Student transcripts and records will be used to verify the accuracy of the reported information.

Record the following data elements for each program concentrator on the Secondary VTE Program Concentrator Report form:

**C-T-D-S:** Enter the nine-digit number that identifies the county, type, district and school.

**District:** Enter the name of the district.

**School Name:** Enter the name of the secondary school these students attended.

**Program CIP:** Use the attached Priority Program list and enter the six-digit Classification of Instruction Program (CIP) Code for the VTE program these students completed.

**Program Name:** Use the attached Priority Program list and enter the name of the VTE program these students completed.

1. **Last Name:** Enter the first eleven characters of the student's last name, using one square per alphabet character.
2. **First Name:** Enter the first nine characters of the student's first name, using one square per alphabet character.
3. **Middle Initial:** Enter the student's middle initial.
4. **Birthdate:** Enter the student's birthdate, beginning with the month. Use the first two squares for the month, the next two squares for the date and the final two squares for the year. A student born on September 30 1982 would be recorded as 09-30-82.

**5. Gender:** Enter the student's gender, using **M** for male and **F** for female.

**6. Special Populations:** Enter the special population category that identifies the eligible category for which this student was receiving IVEP services at the time of graduation. Mark one category only. The abbreviated category headings identify the eligible categories. These categories are:

**Hand** -- Handicapped/disabled

**LEP** – Limited English Proficiency

**EcD** – Economically disadvantaged

**AcD** – Academically disadvantaged

**SP** – Single parent

*If the student did not receive services documented on an IVEP at the time of graduation, this section is left blank.*

**7. Attain at least 80%:** If the student attained at least 80% of the state-designated competencies for this vocational technical program, enter a **Y**. If the student attained less than 80%, enter an **N**.

**8. Code:**

**Leaver Code:** Enter the correct Withdrawal Code<sup>1</sup> for this student. Use the following codes as needed:

**W1** – TRANSFER: Withdrawn to continue studies in another school or to be taught at home. The W1 code is used for a transfer to any other school or educational program leading to a high school diploma – other public schools, private schools, Arizona Department of Juvenile Corrections, or approved home taught. A student who has been accepted in an early admission college program may be withdrawn as a W1 if attending college full-time. But a student who leaves school and enters an adult education program not leading to a high school diploma (e.g. GED preparatory class, vocational technical certificate program or technical school) should be coded as a W5, rather than a W1.

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<sup>1</sup> Source: Instructions for Year-End Enrollment Report for June 30 1999, ADE School Finance Division.

**W2 – ILLNESS:** Withdrawn due to chronic illness. (Withdrawal may not be required; refer to district's chronic illness policy.)

**W3 – EXPELLED** or long term suspension.

**W4 – ABSENCE:** Withdrawn for ten consecutive days of unexcused absence, or status unknown. The withdrawal code W4 (Absence) must be used when the student has ten consecutive days of unexcused absence or when the student's status or location is unknown.

**W5 – DROPOUT:** W5 should be used for students who have intentionally dropped out of school, for any reason other than chronic illness (W2).

**W6 -- AGE:** Student not of school age (under 8 or over 21 years of age).

**W7 -- GRADUATED:** Student has completed requirements for high school graduation.

**W8 – DECEASED**

**WT – TRANSFERRED** to another grade within the school. If the student is promoted or demoted to another grade within the same school, use the WT withdrawal code to withdraw him from the grade he was enrolled in.

**WR -- TRANSFERRED** to another register within the same grade and school.

## SECONDARY VTE PROGRAM CONCENTRATOR REPORT

School Name\_\_\_\_\_

Date\_\_\_\_\_

7. Attain  
at least 80%

at least 80%

8. Code

A full-page view of a blank sheet of graph paper. The page is covered by a uniform grid of small squares, typical of standard graph paper used for mathematics or engineering. There are no margins, text, or other markings on the page.



# INSTRUCTION SHEET

## 1999 SECONDARY GRADUATE PLACEMENT SURVEY FORM

Please mark the circles using one of these methods



Fill-in



Check



Mark an X

### SECTION A: DEMOGRAPHIC INFORMATION

- Program Completer:** Mark the circle if the student has attained at least 80% of the state-designated competencies for an approved VTE program and has graduated.
- Program Concentrator:** Mark the circle if the student has completed two Carnegie units of a single VTE program and graduated. One Carnegie unit must be at level III.
- Level III Course Sampler:** Mark the circle if student has completed a Level III VTE course but has not completed a vocational technical education program and has graduated. This course must be part of an approved VTE program. Do not mark this circle if the student is a Program Completer.
- Type of Contact:** Mark the circle that applies. If "other", indicate how the student was contacted.
- Student Information:** Enter Student Name, Street or PO Box, City, State and Zip.  
*Optional Information: Student phone number.*
- CTDS Number:** Enter the nine-digit number that identifies the county, type, district and school.
- School:** Enter the name of the school the student attended.
- Program CIP:** Use the attached Priority Program list and enter the six-digit Classification of Instructional Program (CIP) Code for the VTE program the student completed.
- Program Name:** Use the attached Priority Program list and enter the name of the VTE program the student completed.

For the purpose of this report we are asking for unduplicated data only on 12<sup>th</sup> grade students who graduated from high school. Unduplicated count means that each student is counted only once, even if that student was enrolled in more than one program.

### SECTION B: PLACEMENT INFORMATION

- Please answer all questions that apply.
- If the student is working, enter the employer/business name and complete address.  
*Optional Information: Employer Phone, Fax, and Supervisor/Contact Person information.*

### SECTION C: FORM COMPLETED BY

- Mark the circle that applies. If "other", please specify who completed the survey form. This information is used for data validation activities.

**The failure to supply complete information will result in an invalid survey. All information is required except those identified as optional.**

## 1999 SECONDARY GRADUATE PLACEMENT SURVEY FORM

<b>A. DEMOGRAPHIC INFORMATION:</b>		Student Name:		
<input type="radio"/> Program Completer <input type="radio"/> Program Concentrator <input type="radio"/> Level III Course Sampler		Street:		
		City:	State:	ZIP:
Type of Contact:				
<input type="radio"/> Mail	<input type="radio"/> Phone	<input type="radio"/> In Person	Phone: (       ) (Optional)	
<input type="radio"/> Other (Please Specify)		School:		
CTDS #:		Program:		
Program CIP:				

<b>B. PLACEMENT INFORMATION:</b> (Please check all that apply):
---

	YES	NO
<b>1. Are you enrolled in <b>SCHOOL</b> or enrolled in an <b>APPRENTICESHIP PROGRAM</b>?</b>	<input type="radio"/>	<input type="radio"/>
a. How long have you been in school or apprenticeship? <div style="display: inline-block; vertical-align: middle; margin-left: 20px;"> <b>Less than 6 months</b> <input type="radio"/>  <b>6 months or more</b> <input type="radio"/> </div>		
b. Do either of these relate to the skills learned in the education received in the program listed above?	<input type="radio"/>	<input type="radio"/>

	YES	NO
<b>2. Are you in the <b>MILITARY</b>?</b>	<input type="radio"/>	<input type="radio"/>
a. How long have you been in the military? <div style="display: inline-block; vertical-align: middle; margin-left: 20px;"> <b>Less than 6 months</b> <input type="radio"/>  <b>6 months or more</b> <input type="radio"/> </div>		
b. Does your job directly relate to the skills learned in the education received in the program listed above?	<input type="radio"/>	<input type="radio"/>

	YES	NO
<b>3. Are you <b>WORKING</b>?</b>	<input type="radio"/>	<input type="radio"/>
a. How long have you been in this job? <div style="display: inline-block; vertical-align: middle; margin-left: 20px;"> <b>Less than 6 months</b> <input type="radio"/>  <b>6 months or more</b> <input type="radio"/> </div>		
b. Does your job directly relate to the skills learned in the education received in the program listed above? (IF YES, please provide the following:)	<input type="radio"/>	<input type="radio"/>

<b>Employer/Business Name:</b>			
Street:	City:	State:	ZIP:
Phone: (       ) (Optional)	FAX: (       ) (Optional)		
Supervisor/Contact Person: (Optional)			
<div style="display: flex; justify-content: space-between;"> <span><b>YES</b></span> <span><b>NO</b></span> </div>			
May we contact your employer to do a follow-up survey? <b>If you check NO, your employer will not be contacted.</b>			

<b>C. FORM COMPLETED BY:</b>		
<input type="radio"/> Graduate	<input type="radio"/> Family Member	<input type="radio"/> Other (Please specify: teacher, aide, etc.)

**DISTRICT REPORT  
1999 SECONDARY GRADUATE PLACEMENT SURVEY  
COVER PAGE**

**District** \_\_\_\_\_

**School** \_\_\_\_\_

**Total number<sup>1</sup> of 1999 graduates  
who were a Level III course sampler.**

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*<sup>1</sup>This is the total number of 1999 graduate course samplers, whether or not they completed a Graduate Placement Survey form. (Do not include students you have identified as Program Concentrators in this number.)*

**Please copy this sheet and enclose a completed Cover Page with the set of 1999 Secondary Graduate Placement Survey forms for each district secondary school on or before July 1, 2000 to**

**VTE Grants Management and Information Systems  
Bin 36  
Arizona Department of Education  
1535 West Jefferson Street  
Phoenix, AZ 85007**

## INSTRUCTION SHEET FOR 1999 SECONDARY VTE PROGRAM GRADUATE PLACEMENT REPORT

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This report is used to submit the required Vocational Technical Education (VTE) Performance Measures information to the Arizona Department of Education. It is submitted annually on or before July 1. The report lists the names of students who completed two carnegie units of a single VTE program. One carnegie unit must be at Level III. These students are considered Concentrators. Student transcripts and records will be used to verify the accuracy of the reported information.

Record the following data elements for each program concentrator on the Secondary VTE Program Concentrator Report form:

**C-T-D-S:** Enter the nine-digit number that identifies the county, type, district and school.

**District:** Enter the name of the district.

**School Name:** Enter the name of the secondary school these students attended.

**Program CIP:** Use the attached Priority Program list and enter the six-digit Classification of Instruction Program (CIP) Code for the VTE program these students completed.

**Program Name:** Use the attached Priority Program list and enter the name of the VTE program these students completed.

1.     **Last Name:**     Enter the first eleven characters of the student's last name, using one square per alphabet character.
2.     **First Name:**   Enter the first nine characters of the student's first name, using one square per alphabet character.
3.     **Middle Initial:** Enter the student's middle initial.

4. **Gender:** Enter the student's gender, using **M** for male and **F** for female.
5. **Special Populations:** Enter the special population category that identifies the eligible category for which this student was receiving IVEP services at the time of graduation. Mark one category only. The abbreviated category headings identify the eligible categories. These categories are:

**DISBL** -- Handicapped/disabled

**LEP** – Limited English Proficiency

**EcD** – Economically disadvantaged

**AcD** – Academically disadvantaged

**SP** – Single parent

*If the student did not receive services documented on an IVEP at the time of graduation, this section is left blank.*

**9. Non-IVEP Student:** Students who, at the time of graduation, were not receiving IVEP services.

# 1999 SECONDARY VTE PROGRAM GRADUATE PLACEMENT REPORT

C-T-D-S \_\_\_\_\_ District \_\_\_\_\_ School Name \_\_\_\_\_

Program CIP \_\_\_\_\_ Program Name \_\_\_\_\_ Date \_\_\_\_\_

[illegible]

*FY 2000 VTE Priority Program List in Alphabetical Order*

<b>CIP Code</b>	<b>Program Title</b>
52.0302	Accounting
52.0401	Administrative Information Svcs
01.0302	Ag. Bus. Mgt. - Animal Science
01.0600	Ag. Bus. Mgt. - Horticulture
01.0304	Ag. Bus. Mgt. - Plant Science
03.0000	Ag. Bus. Mgt. - Renewable Natural Resources
47.0606	Air Cooled Engine
47.0607	Aircraft Maintenance
20.0301	Apparel Design
47.0603	Auto Collision Repair
47.0604	Auto Technology
46.0401	Building Maintenance
46.9999	Building Trades
48.0703	Cabinetmaking
46.0201	Carpentry
20.0201	Child Care
50.0402	Commercial Art
12.0403	Cosmetology
51.0601	Dental Assisting
48.0101	Drafting Technology
47.0100	Electronics Technology
52.0803	Financial Services
43.0299	Firefighting
12.0503	Food Production/Culinary Arts
48.0201	Graphic Communication
47.0201	Heating, Ventilation
47.0605	Heavy Duty Truck Maintenance
49.0202	Heavy Equipment Operation
8.0901	Hospitality Services
43.0107	Law Enforcement
48.0501	Machining Technology
46.0101	Masonry
10.0104	Media Communication
51.0802	Medical Lab Assisting
51.1614	Nursing Assisting
50.0406	Photo Imaging
51.0806	Physical Therapy Aide
46.0501	Plumbing
46.0301	Residential Electrician
08.0700.	Sales and Marketing
48.0506	Sheet Metal
48.0303	Upholstering
48.0508	Welding

## **Appendix H. Frequently Asked Questions Regarding Arizona’s Instrument to Measure Standards (AIMS)**

### **Frequently Asked Questions Regarding AIMS**

#### **What are the Arizona Academic Standards?**

The Arizona Academic Standards are statements of what all Arizona students are expected to know and be able to do in specific content areas by the time students reach specified grade levels. The standards provide common expectations for teachers, parents, and students and ensure academic equity for all Arizona students. The standards are consistent in format, academic in focus, rigorous, clearly understandable and measurable.

#### **What is AIMS? What is the graduation test?**

Arizona’s Instrument to Measure Standards, or AIMS, is a series of tests to measure students’ knowledge of the Arizona Academic Standards. AIMS will be given to all students in grades 3, 5, and 8 each spring. AIMS will serve as the required high school graduation test.

#### **Why does Arizona have a graduation test?**

Arizona statute A.R.S. § 15-701.01(A)(3) states that the State Board of Education shall “Develop and adopt competency tests for the graduation of pupils from high school in at least the areas of reading, writing and mathematics and shall establish passing scores for each such test.”

#### **Is there public support for a graduation test?**

A recent independent poll conducted by the Phoenix-based Behavior Research Center asked Arizonans: “Beginning in the year 2001, high school students in Arizona will be required to pass a seven-part standardized test before graduating. The test measures knowledge of reading, writing and math. Do you favor or oppose requiring students to pass a standardized test before graduating?” Some 82% of respondents favor the graduation test, 16% oppose it and 2% are undecided.

#### **How will the AIMS scores be tied to graduation?**

Students will be expected to demonstrate proficiency on AIMS in order to receive a high school diploma from an Arizona public school. Local school/district requirements for graduation remain in place as well.

#### **Are charter schools included in the graduation requirement?**

Yes. All charter schools, regardless of what board they are accountable to, are public schools. Therefore, high school students in charter schools will have the same graduation requirement as high school students in any other public school.

**Who will be the first class of high school students required to pass the graduation test in order to receive a diploma?**

The Class of 2002 will be the first cohort of students required to pass the graduation test in order to receive a diploma. The Class of 2002 is defined as all students entering high school as freshmen during the 1998-1999 school year. Students who entered high school as freshmen prior to the 1998-1999 school year, regardless of expected graduation date, are not subject to this requirement.

**When will the first AIMS tests be given?**

All sophomores will take AIMS beginning in the spring of 1999. The first class of sophomores to take AIMS in the spring of 1999 will receive scores, but will not be required to pass the test in order to receive a diploma.

**Will calculators be allowed on the mathematics subtests?**

Calculators shall not be allowed during the testing of the mathematics standards.

**What will the testing process look like?**

Three subtests will be administered: one in Writing, one in Reading and one in Mathematics

- Reading (one standard = one subtest)
- Writing (one standard = one subtest)
- Mathematics (six standards = one subtest)
  - *Algebra – one third*
  - Geometry – one third
  - Number Sense, Logic, Probability & Measurement – one third

**Will the graduation test be given in any languages other than English?**

No. The high school AIMS, which serves as the graduation test, will be available only in English. Limited English Proficient students may receive some forms of accommodations. Accommodation guidelines are available from schools, districts, the Arizona Department of Education (ADE) and the ADE web site (<http://www.ade.state.az.us>).

**Will students have multiple opportunities to demonstrate proficiency on the graduation test?**

Students will be given up to five opportunities to pass the subtests in reading, writing and mathematics: once during the spring of their sophomore year, twice during their junior year, and twice during their senior year. The fall and spring dates for administration of the subtests will be published at a later time as they become finalized.

**What happens if a student does not pass any portion(s) of AIMS after five attempts?**

Students who do not pass any portion(s) of AIMS have the right to continue to enroll in school in order to receive the instruction necessary to pass AIMS.

**Will a student be required to take any subtest more than one time?**

Once a student demonstrates proficiency on a particular content area, the student will no longer be required to test that standard.

**When will passing scores be set?**

Performance standards (passing scores) will be set after the pilot test of AIMS in the fall of 1998 and prior to the first administration of AIMS to all sophomores in the spring of 1999.

**Is AIMS at grades 3, 5, and 8 also a “high stakes” test?**

No. The state does not require that students “pass” AIMS at grades 3, 5, and 8 in order to be promoted from one grade to the next. Individual schools and districts may choose to use AIMS as one of their promotion criteria.

**Is AIMS at grades 3, 5 and 8 available in a language other than English?**

Yes. AIMS at grades 3, 5, and 8 will be also be available in Spanish.

**What about Special Education students? Will there be accommodations on AIMS?**

*The Individuals with Disabilities Education Act of 1997 requires that all students be assessed on the states content standards. AIMS will incorporate accommodations for students with disabilities and will include alternate assessments for students with severe disabilities. Accommodations and guidelines for accommodations are available from schools, districts, the ADE and the ADE web site (<http://www.ade.state.az.us>).*

**Who is developing the assessments?**

The assessments are being developed by NCS (National Computer Systems) and CTB/McGraw-Hill in conjunction with the Arizona Assessment Advisory Committee, which is made up of content, technical and special populations advisory committees. These committees are comprised of Arizona educators and community members who guide the development process by ensuring that the tests remain true to the Arizona Academic Standards and take into account the diversity of needs of Arizona’s student population.

**Can I see a copy of the test?**

All AIMS test books are secure documents and are not available for review prior to testing. Viewing of test forms prior to test administration shall be referred to the Arizona Department of Education and will be limited to elected public officials with a stake in education public policy (e.g., school boards and legislators).

**For more information regarding Arizona’s Instrument to Measure Standards, you may e-mail Dr. Paul Young ([pyoung@mail1.ade.state.az.us](mailto:pyoung@mail1.ade.state.az.us)). His telephone number is (602) 542-5031.**

## **Appendix I. The Arizona Model for Vocational Technical Education**

### **OVERVIEW**

#### **Arizona Vocational /Technological Education**

Substantial changes are taking place in the world's economy, and in the nature of occupations. The economic vitality of Arizona is directly linked to the ability of its workforce. Technological and economic changes are happening at a dramatic rate, and vocational/technological education must adapt to these changes. Through extensive involvement of Arizona business and industry, a new model for vocational/technical education has been developed and a variety of pilot programs have been conducted to evaluate various components of the new model.

### **ASSUMPTIONS**

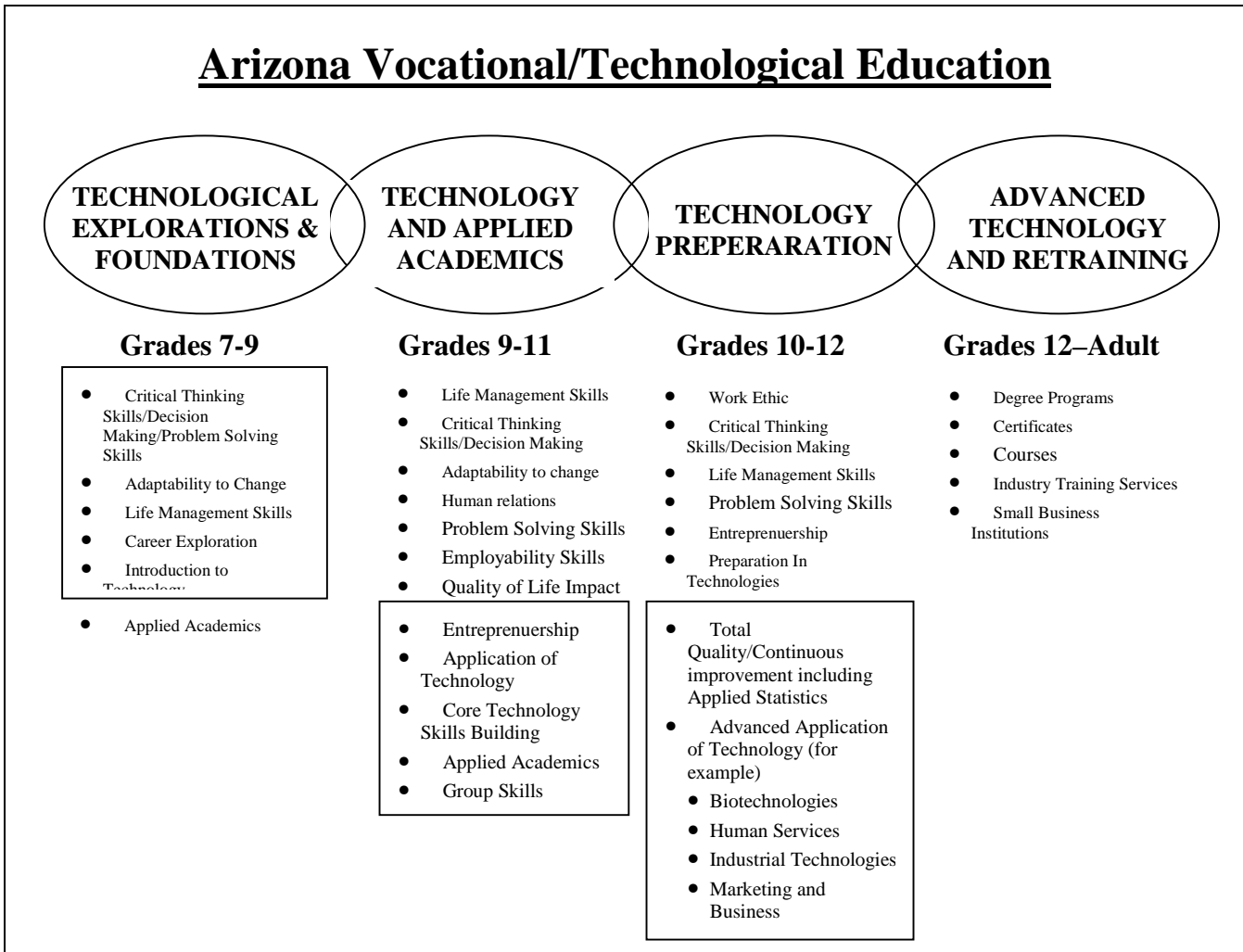
The Vocational/Technological Model was designed to respond to significant changes in the economy, in technology, and in the characteristics of the population we serve. Although there are many factors that must be considered, the following are major issues:

- Arizona must consider itself to compete in a much more competitive world economy.
- Because of changing technology, workers will need to have a stronger foundation in academic skills (math, communications and science) to allow them to adapt to the changes in occupations.
- Too many students either do not complete high school, or graduate from a 'general' program that does not prepare them for employment or for an advanced educational program.

### **THE CURRICULUM MODEL**

Arizona developed the Vocational/Technological Education Model to respond to the conditions described above. This model was based on much research on national trends, and with extensive input from Arizona business and industry..

The curriculum model is based on four levels of instruction. Level I is designed to serve students in grades 7-8, Level II serves students in grades 9-10, Level III serves students in grades 11-12, and Level IV serves students in post-secondary roles.



## **CURRICULUM FRAMEWORK**

Once the basic Model was developed, a steering committee was established to begin the process of designing an instructional framework. This committee was comprised of various staff members of the Arizona Department of Education, local vocational teachers and administrators, and business representatives. The role of this committee was to establish basic direction for future curriculum development efforts.

There are two distinct components of the curriculum framework that must be established. One component addresses the student outcomes or competencies that will occur as a result of implementation of the model. The second component will address the delivery system for implementation of the model, in other words, the courses and programs that will provide students with the opportunity to achieve the identified outcomes.

## COMPETENCIES AND OUTCOMES

In defining the basic student outcomes, the steering committee combined the original concepts identified for each level of the model into six “strands”. These six strands are:

- ☐ Thinking Skills
- ☐ Career Development Skills
- ☐ Applied Academic Skills
- ☐ Life Management Skills
- ☐ Business, Economic, and Leadership Skills
- ☐ Technology Skills

These six strands are each incorporated as a component of each level of the model, as depicted in the illustration below.

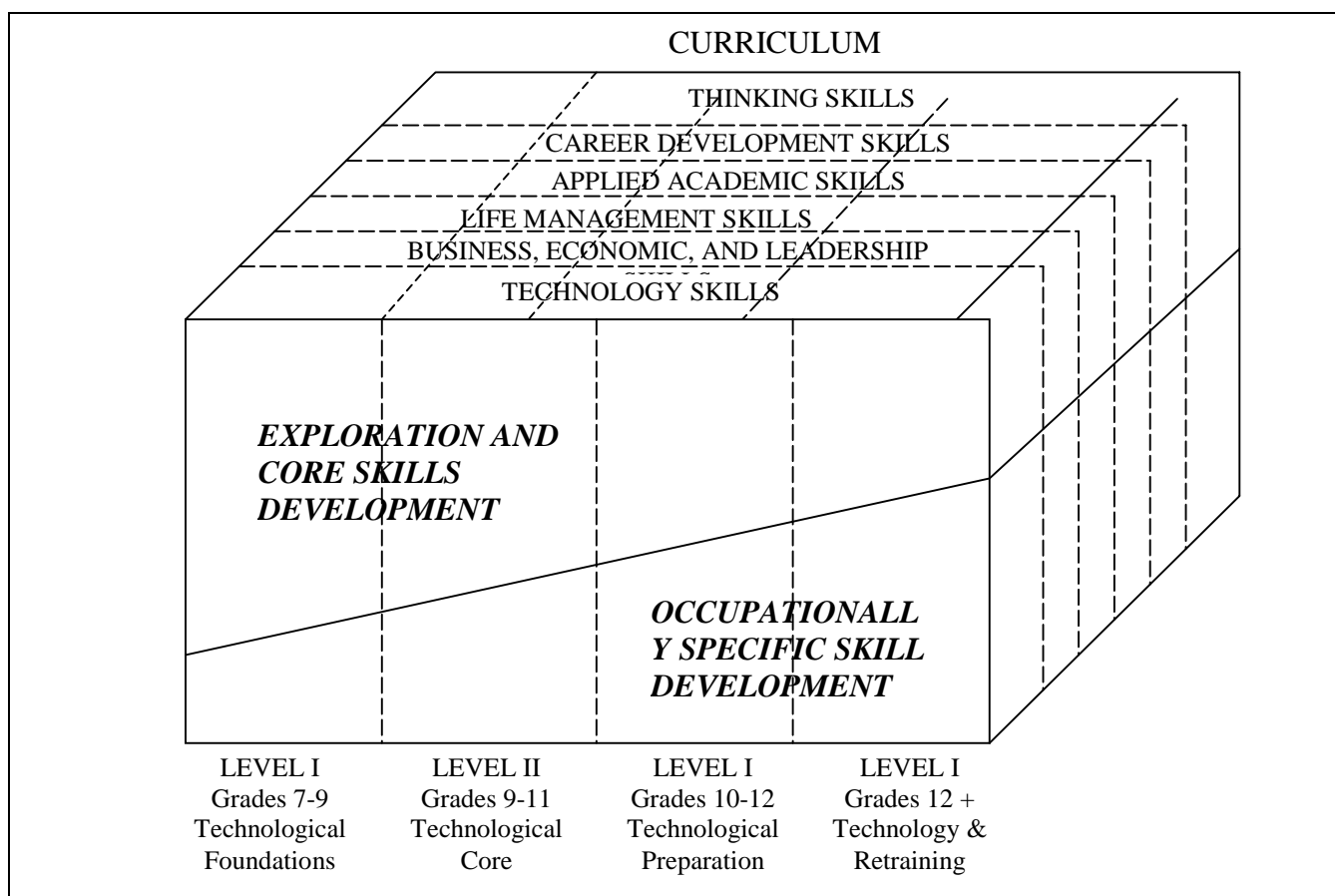


Figure 2

The steering committee also worked to develop a series of student outcomes for each of the four levels of the model and the six strands previously identified. These draft outcomes provide direction for subsequent curriculum development efforts to assure that the model curriculum provides students a ‘coherent sequence of instruction’. The draft outcomes are listed on the following pages.

## LEVEL I TECHNOLOGICAL EXPLORATION & FOUNDATIONS

### THINKING SKILLS

- Describe the processes of decision making and problem solving
- Compare and contrast different decision making and problem solving skills
- Define and demonstrate how one acquires information
- Define a variety of creative thinking skills
- Describe the effects of change

### CAREER DEVELOPMENT SKILLS

- Describe and demonstrate school and work ethics
- Identify and explore areas of career interest
- Experience meaningful and relevant activities related to areas of interest
- Explore occupational cluster choices

### APPLIED ACADEMIC SKILLS

- Identify and demonstrate basic academic skills
- Describe the relationship between academic skills and occupational skills
- Identify careers which capitalize on specific academic and strengths and interests

### LIFE MANAGEMENT SKILLS

- Identify characteristics of effective interpersonal relationships
- Identify wellness, health and safety concepts
- Identify personal, economic and environmental resources
- Define self-concept and identify self-esteem issues
- Identify and explore group processes
- Perform effectively as an individual and as a team

### BUSINESS, ECONOMIC AND LEADERSHIP SKILLS

- Describe basic economic concepts and systems
- Describe the characteristics of a successful business
- Describe the value of work to the individual, community and nation
- Identify qualities and types of leaders
- Define and describe cultural diversity
- Explain the value of continually improving the work process

### TECHNOLOGY SKILLS

- Describe and demonstrate basic technological principles and processes
- Demonstrate basic computer skills

## LEVEL II TECHNOLOGY & APLLIED ACADEMICS

### THINKING SKILLS

- Analyze simple problems; present and test possible solutions
- Select several decision making models to utilize in a problem solving situation
- Utilize information acquired form several sources
- Apply creative thinking skills to realistic situations and problems
- Identify methods for implementing change

### CAREER DEVELOPMENT SKILLS

- Demonstrate appropriate school and work ethics
- Evaluate potential career interests or choices
- Develop core occupational skills required for identified areas of interest

### APPLIED ACADEMIC SKILLS

- Reinforce academic skills through application in vocational and technological settings
- Develop academic, technological and personal strengths in relationship to a selected occupational cluster

### LIFE MANAGEMENT SKILLS

- Apply strategies for developing positive social, family and work relationships
- Establish life-long wellness, heath and safety practices
- Apply coping strategies to real life situations
- Demonstrate techniques for managing personal, economic, and environmental resources
- Demonstrate effective group process techniques

### BUSINESS, ECONOMIC AND LEADERSHIP SKILLS

- Describe the differences among economic systems and their relationship to the worker and consumer
- Describe the process of creating a new business
- Demonstrate team participation and leadership skills
- Identify the impact of cultural diversity in business
- Apply continuous improvement processes to work

### TECHNOLOGY SKILLS

- Demonstrate technology skills specific to a cluster of related occupations
- Describe the positive and negative impact of technology
- Demonstrate the application of technology to new and different settings

### LEVEL III TECHNOLOGY PREPERATION

#### THINKING SKILLS

- Annualize complex problems; develop, present and define solutions
- Utilize several problem solving models to solve a complex problem
- Apply information from one context to a second unrelated context
- Develop a plan for implementation of ideas
- Demonstrate creative ideas for a specific situation or problem

#### CAREER DEVELOPMENT SKILLS

- Demonstrate ability to make decisions that contribute to a productive work ethic
- Write a career plan and revise as needed
- Identify required training to achieve career choice
- Demonstrate job acquisition skills
- Demonstrate specific occupational skills needed for employment

#### APPLIED ACADEMIC SKILLS

- Apply integrated academic and vocational/ technological skills in real and simulated situations
- Demonstrate related academic and vocational/ technological skills for a selected occupation

#### LIFE MANAGEMENT SKILLS

- Develop strategies for balancing work, family and social relationships
- Relate wellness, health and safety concepts to life situations
- Formulate and evaluate a personal resource management plan
- Analyze personal strengths and weaknesses in relation to life and work goals
- Apply group process techniques to a specific occupational setting

#### BUSINESS, ECONOMIC AND LEADERSHIP SKILLS

- Describe the role of global competition and its effects on the individual and the workplace
- Apply economic concepts to a selected business
- Develop a plan for starting a new small business
- Accept leadership responsibilities
- Interact and effectively communicate with members of diverse cultures
- Describe the value of productively managing human resources, methods, machines, materials and the environment

#### TECHNOLOGY SKILLS

- Demonstrate technological skills for a specific occupation
- Apply statistical process controls to a specific occupation

### LEVEL IV ADVANCED TECHNOLOGY & RETRAINING

#### THINKING SKILLS

- Analyze several complex problems simultaneously; present, test and defend solutions
- Utilize several problem solving models to solve several complex problems simultaneously
- Apply information form several contexts to multiple contexts
- Monitor and/or assess effectiveness of an implementation plan
- Monitor and evaluate the effects of change
- Apply creative processes in real life situations

#### CAREER DEVELOPMENT SKILLS

- Compare quality-of-life goals and career options
- Increase skills to become more marketable in the global economy
- Use job acquisition skills to obtain employment in the workforce

#### APPLIED ACADEMIC SKILLS

- Complete related academic courses which enhance current and future occupational choices
- Evaluate career plans on a continuing basis to determine appropriate educational strategies

#### LIFE MANAGEMENT SKILLS

- Establish and maintain a positive social, family and work relationship
- Apply wellness, health and safety concepts
- Adapt to changing life situations
- Continually evaluate and revise a personal resource management plan
- Redefine personal and work related goals
- Effectively participate as an individual and as a team member

#### BUSINESS, ECONOMIC AND LEADERSHIP SKILLS

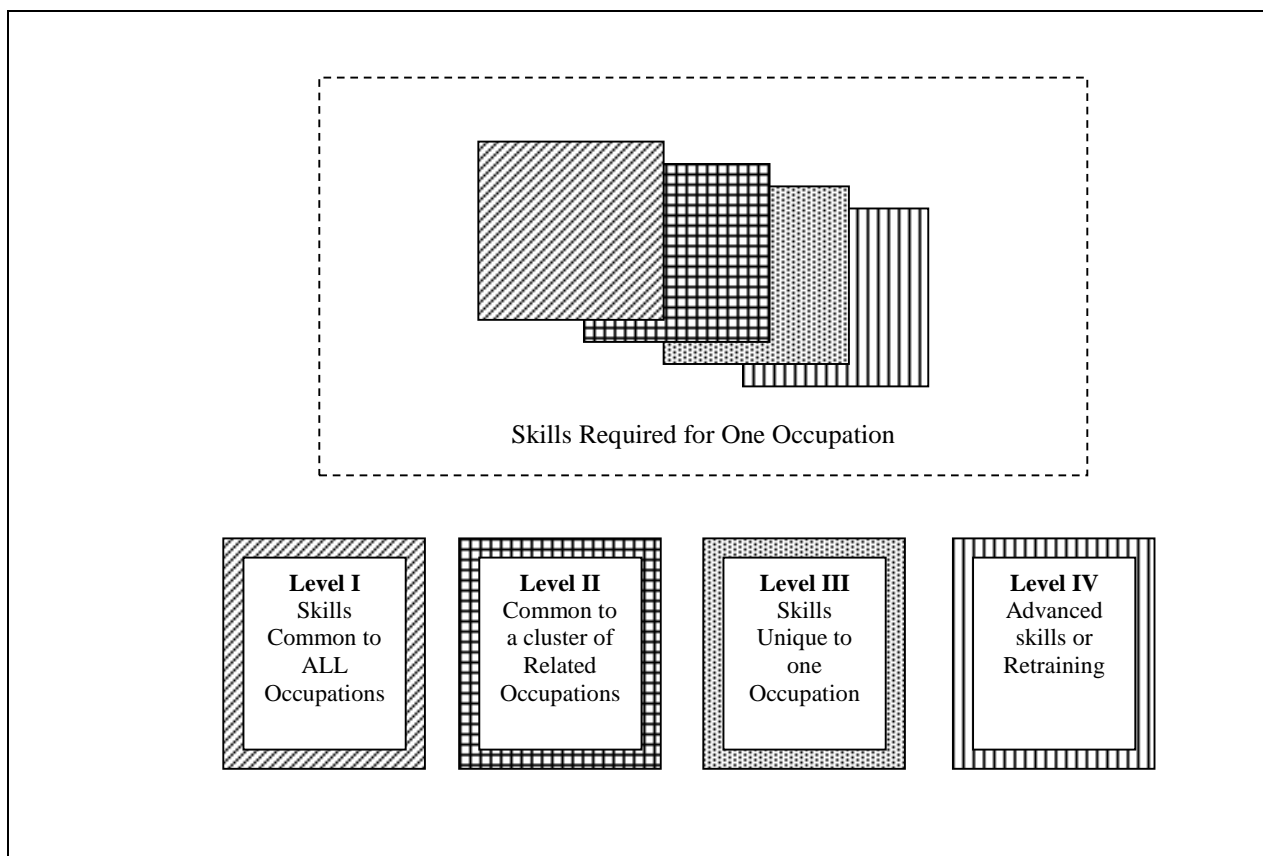
- Describe the effects of changing economic and political conditions on the quality of life
- Develop plans for expanding an existing business
- Accept leadership roles in school, business and the community
- Expand and cultivate relationships to improve human relations and increase domestic and international business opportunities
- Apply continuous improvement to solving problems and making decisions

#### TECHNOLOGY SKILLS

- Demonstrate skill with new and emerging technologies
- Adapt to change in technology
- Develop new applications for technology

The content of Vocational/Technological education will be driven by occupational skills. As Figure 2 indicates, the degree of occupational specialization increases at each level of the model. Analysis of occupational duties and tasks will identify the specific competencies at each level of the model. This progression allows students to build a foundation of core skills, and focus on more specific occupational content as they progress through the model.

- ☐ Level I – Since instruction at this level will provide a foundation for all occupations, it will derive its content from competencies that are common to virtually **all occupations**.
- ☐ Level II – The content of these courses will be derived from an analysis of the competencies common to a **group of related occupations**.
- ☐ Level III – The content of these courses will be determined through an analysis of the competencies for a **specific occupation or occupational cluster**.
- ☐ Level IV – Content for these courses and programs will also be derived from analysis of occupational competencies, and will represent **advanced occupational skills or retraining**.

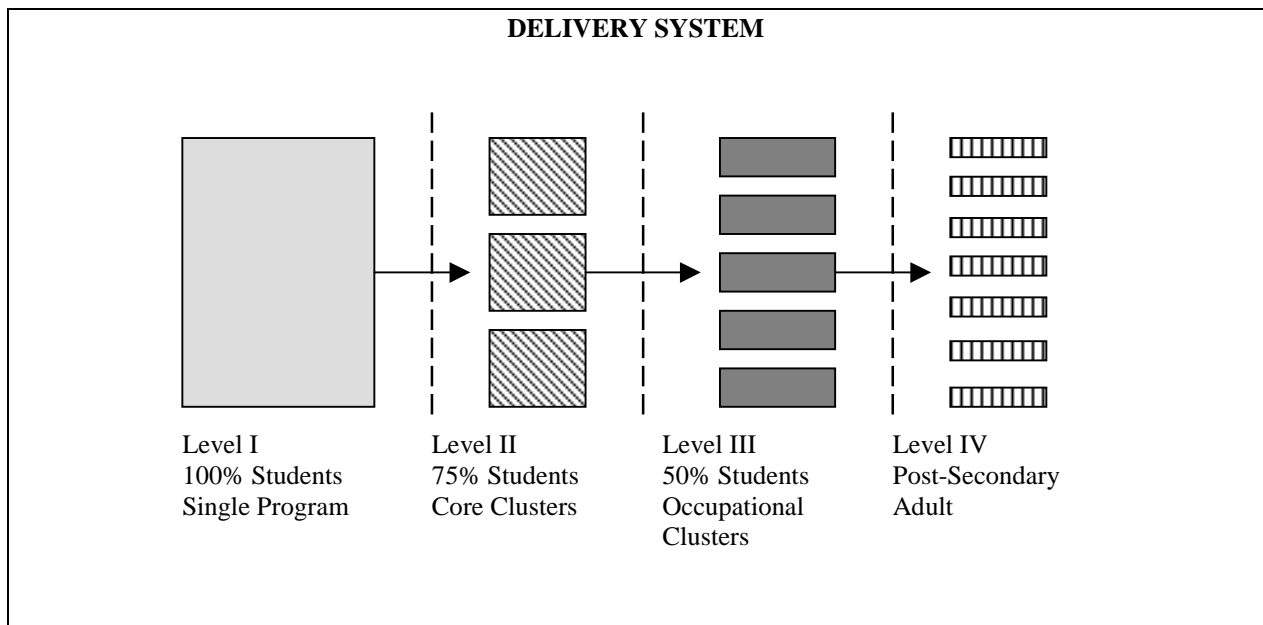


**Figure 3**

## DELIVERY SYSTEM

The second component of the curriculum framework is the delivery system. A delivery system is a series of courses, programs and/or experiences that provides students the opportunity to learn and demonstrate achievement of the desired.

The research and development being conducted to design an appropriate delivery system for the Model has identified the following characteristics.



**Figure 4**

- ☐ Level I – will consist of a specific course/program offered at the 7<sup>th</sup>-8<sup>th</sup> grade level, with the goal of serving 100% of the students in those grades.
- ☐ Level II – will consist of cluster courses or programs that provide students with the core skills for a group of related occupations. It is envisioned that at least 75% of all students in grades 9-10 will participate in these programs.
- ☐ Level III – will consist of courses or programs that serve a specific occupational area. It is projected that at least 50% of students in grades 11-12 will participate in these types of programs.
- ☐ Level IV – will consist of various post-secondary programs, including articulated “tech-prep” or “2+2” programs. Level IV will also include adult and retaining programs, such as Industry Training Services.

A critical characteristic of the delivery system is that students must be provided the opportunity to participate in a coherent sequence of instruction. Through a significant development (or career guidance) effort, students must be able to select the experiences that will enable them to obtain the appropriate skills for employment, or for entry into an advanced educational program

#### **CURRENT DESIGN ACTIVITIES:**

The Program Improvement Unit is coordinating a significant research and development activity during 1990-91. The purposes of this activity include the following:

- ☐ Updating research on occupational demand in Arizona
- ☐ Revalidation of occupational program competency lists for occupations with the highest demand
- ☐ Development of a coherent scope and sequence for the Model, reflecting course and program sequences for specific occupational areas
- ☐ Development of course of study and curriculum guide for Level I of the Model

Throughout this process, the Steering Committee, business and industry, and local vocational teachers and administrators will be actively involved. The development of the Model is a fundamental component in the restructuring of Vocational/Technological Education in Arizona.

#### **FOR ADDITIONAL INFORMATION:**

Additional information regarding the curriculum development efforts for the Vocational/Technological Education Model can be obtained by contacting:

Program Improvement Unit  
Arizona Department of Education  
1535 West Jefferson  
Phoenix, AZ 85007  
(602) 542-5352

## Appendix J. Priority Program List

1997--RANKING: 3\*ORD DEMAND+ORD OESWAGE+  
ORD AVGEDSV (REPORT #10)  
\*\*25% ALLOCATED TO BLDG TRADES\*\*  
(VN25.FRM . VN25.PRG , & VIN26.DBF)

PCD	PROGRAM NAME	EMPPROJ	AVOPEN	PCT ORD AVOPEN	OES WAGE	PCT ORD AVOESWG	AVRMLSV	PCT ORD AVRMLSV	CMBND ORD	PCT RANK	AV ANN GROWTH
022	Admnstrty Intormtn Srvc	194592	8196	95.24	9.35	26.83	13.24	50.00	362.55	3.07	
215	Sales & Marketing	197328	10938	100.00	8.16	19.51	12.86	30.95	350.46	6.37	
070	Carpentry	33091	1855	85.71	10.22	43.90	13.04	38.10	339.13	8.97	
075	Child Care & Guidance	46018	2121	90.48	7.14	9.76	14.16	57.14	338.34	6.65	
040	Auto Tech	20816	1047	71.43	12.26	68.29	13.61	52.38	334.96	5.20	
080	Commercial Art	14143	720	59.52	12.08	65.85	17.12	88.10	332.51	6.03	
055	Building Maintenance	33662	1632	80.95	9.99	34.15	14.10	54.76	331.76	3.80	
057	Building Trades	26324	1443	76.19	11.02	58.54	12.89	33.33	320.44	8.13	
015	Ag Bus Mgmt-Plant	16016	484	45.24	15.13	90.24	17.17	90.48	316.44	3.33	
170	Masonry	21275	1221	73.81	12.79	73.17	12.66	21.43	316.03	10.62	
005	Accounting	50917	1751	83.33	10.04	39.02	12.69	23.81	312.82	0.24	
103	Drafting Technology	8735	400	38.10	15.19	92.68	20.50	100.00	306.98	4.45	
120	Financial Services	30770	942	66.67	10.05	41.46	14.44	64.29	305.76	1.82	
147	Hospitality Services	172105	9107	97.62	6.40	2.44	10.84	9.52	304.82	6.21	
130	Food Production/Culinary	135685	6264	92.86	6.49	4.88	11.68	16.67	300.13	3.83	
150	Htg, Vent, A/C Rpr	9333	568	50.00	13.02	75.61	16.30	73.81	299.42	11.60	
160	Law Enforcement	40610	2092	88.10	8.95	24.39	9.37	2.38	291.07	6.07	
010	Ag Bus Mgmt-Animal	8769	364	33.33	16.09	97.55	17.66	92.88	290.41	2.72	
110	Electronics Technology	7904	407	40.48	14.94	87.80	16.89	80.95	290.19	5.58	
105	Residential Electrician	14240	782	61.90	10.90	53.66	13.22	45.24	284.60	7.45	
140	Horticulture	17351	960	69.05	10.00	36.59	13.04	35.71	279.45	9.33	
205	Plumbing	11582	618	54.76	10.95	56.10	13.20	42.86	263.24	6.84	
200	Physical Therapy Aide	6308	341	30.95	16.23	100.00	15.70	69.05	261.90	7.96	
125	Firefighting Technology	7329	417	42.86	16.00	95.12	12.80	28.57	252.27	4.30	
190	Nursing Assisting	32390	1617	78.57	6.09	0.00	10.50	4.76	240.47	8.45	
220	Sheet Metal	10021	499	47.62	9.94	31.71	14.41	61.90	236.47	4.66	
085	Construction Equip Oprtn	11998	573	52.38	12.29	70.73	10.73	7.14	235.01	4.13	
165	Machining Technology	8876	339	28.57	13.02	75.61	16.08	71.43	232.75	3.80	
100	Diesel Mechanics	7003	328	26.19	11.90	63.41	17.00	83.33	225.31	5.50	
185	Medical Health Assistant	5435	228	14.29	13.12	80.49	19.44	97.62	220.98	4.30	
090	Cosmetology	18176	854	64.29	6.52	7.32	11.11	11.90	212.09	7.15	
030	Apparel Design & Merchand	12273	659	57.14	7.21	12.20	11.79	19.05	202.67	2.60	
180	Media Communication	2048	85	4.76	14.78	85.37	19.06	95.24	194.89	2.95	
025	Air Craft Mechanic	4696	194	11.90	14.53	82.93	16.40	76.19	194.82	1.88	
065	Cabinetmaking	6609	306	23.81	8.59	21.95	16.57	78.57	171.95	3.93	
095	Dental Assistant	5322	302	21.43	8.06	17.07	17.00	85.71	167.07	7.30	
045	Automotive Collision Rpr	6134	296	16.67	13.04	78.05	12.71	26.19	154.25	5.20	
235	Welding	7627	391	35.71	9.58	29.27	11.63	14.29	150.69	6.30	
225	Air-Cooled Engine Repair	1346	66	2.38	10.88	51.22	14.80	66.67	125.03	4.75	
135	Graphic Communication	4386	145	7.14	11.24	60.98	13.08	40.48	122.88	1.53	
195	Photo Imaging	3077	147	9.52	10.41	46.34	13.23	47.62	122.52	5.10	
210	Ag Bus Mgmt-Renewable Res	6058	299	19.05	10.61	48.78	9.33	0.00	105.93	3.01	
230	Upholstering	1052	26	0.00	7.71	14.63	14.33	59.52	74.15	2.20	

\*\*\*Total\*\*\*

1279430

62024

**KEY FOR OCCUPATIONAL INFORMATION SYSTEM  
FACTORS USED IN DETERMINING THE  
PRIORIY PROGRAM LIST**

<b>EMPROJ</b>	Projected employment statewide in 2005
<b>AVOPEN</b>	Average annual openings (each year) for 1994–2005 (Times 3)
<b>PCT ORD – AVOPEN</b>	Average annual openings are sorted into descending order and assigned a rank 1, 2, 3...43. This ranking is then converted to percentiles so highest rank is 100 and lowest rank is 0.
<b>OES WAGE</b>	Represents the average statewide wage for an occupation grouping as covered in Department of Economic Security (DES) 1995 Wage Survey. If the occupation was not converted in this survey, then the wage of the most similar occupation was used or an outside data source was used.
<b>PCT ORD AVOES WAGE</b>	Average OES WAGE data were ranked and assigned a rank 1, 2, 3...43. This ranking was then converted to percentiles so that the highest rank is 100 and lowest is 0.
<b>AVRMLSV</b>	The GED Reasoning, Math, and Language codes and the Specific Vocational Preparation code were added up and calculated for each OED occupation. These were in turn averaged into the PCDs. The larger the number the more education and training required.
<b>PCT ORD AVRMLSV</b>	The AVRMLSV values are ranked into descending order and assigned a rank 1,2,3...43. This ranking is then converted into percentiles so highest rank is 100 and lowest rank is 0.
<b>CMBD PCT ORD RANK</b>	The percentile ordinal ranking values for OES WAGE, AVRMSLV and AVOPEN are added together. This total is used to determine final standing of a PCD and the printouts are sorted and printed with this field in descending order.
<b>WTD OED WAGE</b>	The OES WAGE was weighted based on projected employment for each occupation.
<b>WTD AVRMLSV</b>	The AVRLSV was weighted based on projected 2005 openings for each occupation.

**State Board of Directors for Community Colleges of Arizona  
Table of Contents  
FY 2000**

**Section 1**

**Application Submission Requirements and Information**

Funding Process Calendar - FY 2000  
Required Application/Report Form  
Application Submission Requirements  
Computer Disk  
General Requirements for Federal Vocational Education Funding  
Basic Grant Formula  
Definitions from Carl Perkins III

**Section 2**

**Basic Grant Application**

Signature Page/Cover Sheet FVE-1  
Basic Grant Program and Fiscal Assurances  
FY 2000 Computer Systems Compliance Certification  
Assurances Certification  
Local Plan Requirement  
Goal 1 -- Programs to be carried out with CP III funds  
Goals 2 - 11 -- Required by CP III (objectives)  
Permissible uses of CP III funds (objectives)  
Detailed Expenditure Worksheet FVE-7  
Budget/Fiscal Report FVE-2  
Capital Outlay FVE-5  
Project Description FVE-3  
Project Objectives FVE-3A  
Tech Prep Funding Forms

**Section 3**

**Amendments**

Guidelines for When Amendments are Required  
Signature Page/Cover Sheet FVE-1  
Justification for Amendment Changes FVE-6  
Amendment Description FVE-3  
Amendment Objectives FVE-3A  
Detailed Expenditure Worksheet FVE-7  
Budget/Fiscal Report FVE-2  
Capital Outlay FVE-5

**Section 4**  
**Periodic and Final Narrative Reports**  
Narrative Report for Projects FVE-4

**Section 5**  
**Year End Reports**  
Budget/Fiscal Report FVE-2  
Narrative Report for Projects FVE-4  
Capital Outlay FVE-5

**Section 6**  
**Funds Request and Cash Management Reports**  
Funds Request and Cash Management Report FVE-8

**Section 7**  
**APPENDIX**  
Vocational Education Equipment Guidelines  
Goal and Budget Samples for Secondary Programs

# *Application Submission Requirements and Information*

STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
**FUNDING PROCESS CALENDAR**  
FEDERAL VOCATIONAL EDUCATION FUNDING

FISCAL YEAR 2000

**1999**

- |              |           |   |
|--------------|-----------|---|
| <b>April</b> | <b>8</b>  | Disseminate formula funding allocations. (Subject to State Board Approval.)   |
|              | <b>16</b> | State Board approval of district formula allocations.   |
|              | <b>22</b> | Disseminate Funding Guide and applications to districts.  |
| <b>May</b>   | <b>28</b> | Deadline for receipt of applications by SBDCCA.<br>Applications should be delivered to the State Office prior to 5:00 p.m. or bear a U.S.<br>Postal Service postmark no later than May 28. Late formula applications will be accepted; however,<br>notification of approval may be delayed. |
| <b>June</b>  | <b>18</b> | State Board approval of Tech Prep project funds to be awarded.  |
|              | <b>28</b> | Notification of funded Tech Prep projects and approval of Basic Grant applications.   |
| <b>July</b>  | <b>1</b>  | Start Fiscal Year 2000.   |
| <b>Oct</b>   | <b>29</b> | Deadline for submitting annual performance reports for FY99   |
| <b>Dec</b>   | <b>15</b> | Deadline for submitting report for FY99 program evaluation using state-wide performance measures and<br>standards   |

**2000**

- |              |           |   |
|--------------|-----------|---|
| <b>Feb</b>   | <b>1</b>  | Deadline for submitting mid-year Basic Grant reports.   |
| <b>March</b> | <b>30</b> | Deadline for amending projects ending June 30, 2000.  |
| <b>May</b>   | <b>30</b> | Deadline for amending projects ending September 30, 2000.                                       |
| <b>Aug</b>   | <b>15</b> | Deadline for submitting completion/final fiscal reports for projects ending June 30, 2000.      |
| <b>Oct</b>   | <b>1</b>  | Deadline for returning unexpended funds to SBDCCA on projects ending June 30, 2000.             |
|              | <b>30</b> | Deadline for submitting annual performance reports for FY 2000.                                 |
| <b>Nov</b>   | <b>15</b> | Deadline for submitting completion/final fiscal reports for projects ending September 30, 2000. |
|              | <b>30</b> | Deadline for returning unexpended funds to SBDCCA on projects ending September 30, 2000.        |

**2001**

- |            |           |   |
|------------|-----------|---|
| <b>Jan</b> | <b>15</b> | Deadline for submitting FY 2000 Performance Standards and Measures Report |
|------------|-----------|---|

**FEDERAL VOCATIONAL EDUCATION FUNDING**  
**REQUIRED APPLICATION FORMS**  
*FISCAL YEAR 2000*

SBDCCA FORM	APPLICATION FOR FORMULA BASIC GRANT	APPLICATION FOR DISCRETIONARY FUNDS TECH PREP	AMENDMENT (All Funding Categories)	COMPLETION REPORTS (All Funding Categories)
FVE – 1 Cover Sheet	<u>X</u>	X	X	
FVE – 2 Budget Report	X	X	X**	X
FVE – 3 Description	X	X	X**	
FVE – 3A Objectives	X*	X	X**	
FVE – 4 Periodic & Final Reports				X
FVE – 5 Capitol Outlay	X*	X*	X*	X*
FVE – 6 Amendment Justification			X	
FVE – 7 Detailed Expenditure	X	X	X*	
FVE – 8	Funds Request & Cash Management Reports (as needed) Due the 25 <sup>th</sup> of the month prior to month for which funds are requested			

\* If Appropriate

\*\* If Revised

## APPLICATION SUBMISSION REQUIREMENTS

- **APPLICATION SUBMISSION:** Please submit your original application with ink signature plus one copy.
- **MAIL OR DELIVER YOUR APPLICATION TO:**

Gordon G. Hall  
State Board of Directors for  
Community Colleges of Arizona  
3225 North Central Avenue, Suite 1220  
Phoenix, AZ 85012

Deadline for receipt of application by SBDCCA: May 28, 1999 Late applications will be accepted; however, notification of approval will be delayed.

- **GRANT RECIPIENT REPORTING REQUIREMENTS:** Recipients of these funds must submit the following reports as requested: Mid Year and Final Narrative Reports describing progress on project objectives to date, Monitoring Report, Performance Indicators Report, and Expenditure Report.

Financial and Programmatic Questions, contact:

Gordon Hall, Associate Executive Director for Educational Services  
Phone: 1-602-255-5582 ext 305  
Fax: 1-602-279-3464  
E-mail: hall@stbd.cc.az.us

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### COMPUTER DISK

IBM Compatible  
Work 7.0  
Excel 7.0

The Disk has folders for all areas of the Basic Grant Packet Table of Contents. These folders are:

Amendments

Application Submission Requirements & Information

Basic Grant Application

Funds Request and Cash Management Reports

Periodic and Final Narrative Reports

Voc Ed Equipment Guidelines

Year End Reports

If you want a computer disk, contact Trisha Gelvin	
Phone	1-602-255-5582 ext 311
E-mail	gelvin@stbd.cc.az.us

## GENERAL REQUIREMENTS FOR FEDERAL VOCATIONAL EDUCATION FUNDING

ARS 15-784 was revised in 1982 by Senate Bill 1106 to provide for at least fifteen (15) percent of the federal monies received annually by the state for Vocation Education, to be administered by the State Board of Directors for Community Colleges of Arizona (SBDCCA). The State Board has the responsibility of allocating and directing the use of these monies within the community college system. The Arizona Department of Education, as agent for the State Board of Vocational and Technological Education, continues its responsibility in the area of monitoring of equal access mandates.

General instructions and requirements regarding the funding process are provided in this section.

### 1.1 Formula Funding - General Instructions for Application Preparation - Basic Grant

Eligible recipients who qualify for formula vocational funding will receive notification of the amount of funding they may apply for during the next fiscal year. These monies are to support vocational programs/services and students as described in the application.

Eligible recipients desiring to receive their formula funding must make application. An eligible recipient may opt not to receive formula funding or receive less than the designated amount. Applications must satisfy the requirements in Sections 134 and 135 of the federal law.

Funded applicants will be required to submit a mid-year report, final narrative report, final fiscal expenditure report (FVE-2) and a performance report. Allowable expenditures are shown on FVE-2 (lines 7 through 19). If you have any questions, please contact the Associate Executive Director for Educational Services, State Board office.

Additionally, funded applicants will be required to annually evaluate the effectiveness of vocational programs based on the core performance indicators developed by the state as required by Section 113 of the federal law, ARS 15-1447 and the current State Plan.

The Carl Perkins Vocational Education Act of 1998 mandates that postsecondary and adult program formula funds be allocated to eligible recipients according to the provisions in Section 132. Arizona has exercised the "minimal allocation" provision of Section 133. By allocating not more than 15 percent of the State's total Basic Grant funding to postsecondary and adult programs, the state may determine the manner of distribution to eligible recipients. This dissemination must "result in a more equitable distribution of funds for programs serving the highest numbers of economically disadvantaged individuals." The State Board approved formula is on pages 1-7 and 1-8.

### 1.2 Discretionary Funding - Tech Prep

Under current federal law, Tech Prep is the only discretionary funding category administered by the State Board of Directors for Community Colleges of Arizona. Tech Prep projects are funded cooperatively with the Arizona Department of Education. Applications are disseminated as part of the ADE annual funding process.

To assure proper coordination of activities, and to minimize confusion on the part of local schools and community colleges, the following procedures will be implemented:

- A. The Arizona Department of Education shall publish, in its Funding Handbook, application criteria for Tech Prep Funding.
- B. The Arizona Department of Education staff, with the assistance of staff from the State Community College Board will coordinate the review process for all Tech Prep applications.
- C. Staff of the Arizona Department of Education, with the assistance of the State Community College Board staff, will assure that all projects designated for funding meet the minimum state and federal program requirements and provide a reasonable budget for project operation.
- D. Staff of the Arizona Department of Education and State Board of Community Colleges will work cooperatively with the successful applicants to assure that funding flows from the appropriate Board in accordance with the approved rural/urban proportion and the funds available from each board.
- E. After the decision is finalized regarding which Board will be providing funds for each project, staff of each agency will submit materials for Board approval.

### 1.3 Program Standards

No separate statewide standards are in effect for postsecondary vocational education programs. All programs must conform to State Board rules and standards.

### 1.4 Program Competencies

The State Board requires the applicant to have competencies developed for all vocational education programs.

If program competency lists are not already on file with the State Board, a list for each program to be funded must be included with the application.

### 1.5 Local Advisory Councils

The federal law no longer mandates local advisory groups; however, the need to be responsive to the needs of business/industry is critical to the success of postsecondary vocational education.

### 1.6 State Plan

All funded programs must be in harmony with and supportive of the current State Plan for Vocational Education.

### 1.7 Vocational Equipment Guidelines

All purchases of equipment must conform to the Vocational Education Equipment Guidelines developed by the Arizona Department of Education.

1.8 Eye Protection Device Standard

ARS 15-151 specifies that every student, teacher, and visitor in public and private schools, community colleges, colleges, and universities shall wear appropriate eye protective wear while participating in or when observing vocational, technical, industrial arts activities involving exposure to: molten metals; molten materials; cutting, shaping, and grinding of materials; heat treatment; tempering or kiln firing of any metal or other materials; welding fabrication processes; explosive materials; caustic solutions; and radioactive materials.

Per statute the standards, rules, and regulations for the enforcement of this article shall be prescribed by the community college governing board.

1.9 No Matching Requirement

The current law does not require recipients to match these federal dollars with local and state dollars.

# STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA

## Formula for Allocating Federal Vocational Education Funds

### FY 2000 Basic Grant

On February 16, 1991, the State Community College Board approved the following formula for allocating federal vocational education funds to eligible recipients.

- Part I      50% of total allocation based upon the number of students enrolled in vocational programs in the previous year who received Pell Grants or B.I.A. financial assistance.
- Part II     50% of total allocation based upon the percentage of persons in each county 18 years and older who are classified as economically disadvantaged.

#### A.      Explanation of Part I.

#### Formula Calculation

$$\begin{array}{rcl} \text{No. of Pell Grant recipients + No.} & & \\ \text{of B.I.A. recipients enrolled in} & & \\ \text{vocational programs in one (1)} & & \\ \text{district during 1998-99} & \times & \text{50\% of} \\ \hline & & \text{formula} \\ & & \text{funds} \end{array}$$

Total No. of Pell Grant recipients  
+ No. B.I.A. recipients enrolled  
in all districts during 1998-99

For example:

$$\frac{(990 + 10) 1,000}{(9,920 + 80) 10,000} \times \frac{\$800,000}{2} = \$40,000 \text{ for sample district}$$

Definition of "enrollment in a program" for formula purposes.

STUDENT HAS IDENTIFIED HIS/HER INTENT TO COMPLETE

AN OCCUPATIONAL CERTIFICATE OR DEGREE PROGRAM AND

1. IS ENROLLED FOR SIX OR MORE SEMESTER HOURS DURING CURRENT SCHOOL YEAR,
- OR
2. HAS COMPLETED A MINIMUM OF SIX SEMESTER HOURS OF THE OCCUPATIONAL CERTIFICATE OR DEGREE PROGRAM.

B. Explanation of Part II.

Formula Calculation

$$\frac{\text{Percentage of persons 18 years and older in one county who are classified as economically disadvantaged}}{100 \text{ percent of such persons in state}} \times 50\% \text{ formula funds}$$

For example:

$$9.5\% \times \frac{\$800,000}{2} = \$38,000$$

Total funding for one district used as example:

Part I	\$40,000
Part II	<u>\$38,000</u>
Total	\$78,000

C. Minimum Grant Amount

The new federal law provides that no institution or consortium shall receive an allocation in an amount less than \$50,000.

## DEFINITIONS

### Carl Perkins Act of 1998, Section 3

1. **ALL ASPECTS OF AN INDUSTRY** - The term "all aspects of an industry" means strong experience in, and comprehensive understanding of, the industry that the individual is preparing to enter.
2. **CAREER GUIDANCE AND ACADEMIC COUNSELING** - The term "career guidance and academic counseling" means providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid, and postsecondary options.
3. **DISPLACED HOMEMAKER** - The term "displaced homemaker" means an individual who -
  - (a) (i) has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills;
  - (ii) has been dependent on the income of another family member but is no longer supported by that income; or
  - (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and
  - (b) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
4. **ELIGIBLE RECIPIENT** - The term "eligible recipient" means -
  - (a) a local educational agency, an area vocational and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or
  - (b) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.
5. **INDIVIDUAL WITH LIMITED ENGLISH PROFICIENCY** - The term "individual with limited English proficiency" means a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and -
  - (c) whose native language is a language other than English; or
  - (d) who lives in a family or community environment in which a language other than English is the dominant language.
6. **INDIVIDUAL WITH A DISABILITY** - The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).
7. **NONTRADITIONAL TRAINING AND EMPLOYMENT** - The term "nontraditional training and employment" means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

8. **SPECIAL POPULATIONS** - The term "special populations" means --
  - (a) individuals with disabilities
  - (b) individuals from economically disadvantaged families, including foster children;
  - (c) individuals preparing for nontraditional training and employment;
  - (d) single parents, including single pregnant women;
  - (e) displaced homemakers; and
  - (f) individuals with other barriers to educational achievement, including individuals with limited English proficiency.
9. **SUPPORT SERVICES** - The term "support services" means services related to curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices.
10. **VOCATIONAL AND TECHNICAL EDUCATION** - The term "vocational and technical education" means organized educational activities that -
  - (a) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master's, or doctoral degree) in current or emerging employment sectors; and
  - (b) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.
11. **VOCATIONAL AND TECHNICAL STUDENT ORGANIZATION** - The term "vocational and technical student organization" means an organization for individuals enrolled in a vocational and technical education program that engages in vocational and technical activities as an integral part of the instructional program.
12. **PRIVACY** -
  - (a) **GEPA** -- Nothing in this Act shall be construed to supersede the privacy protections afforded parents and students under section 444 of the General Education Provisions Act (20 U.S.C. 1232g), as added by the Family Education Rights and Privacy Act of 1974 (section 513 of Public Law 93-380; 88 Stat. 571).
  - (b) **Prohibition on Development of National Database** -- Nothing in this Act shall be construed to permit the development of a national database of personally identifiable information on individuals receiving services under this Act.

*Basic Grant Application  
and  
Funding Forms*

**STATE BOARD OF DIRECTORS FOR  
COMMUNITY COLLEGES OF ARIZONA**

APPLICATION COVER SHEET  
**Perkins Act Basic Grant**

Project No. \_\_\_\_\_

☐ APPLICATION                      ☐ RENEWAL APPLICATION                      ☐ AMENDMENT

The Applicant Agency \_\_\_\_\_ assures the SBDCCA that it will implement the eligible program activities and maintain appropriate documentation to fulfill program requirements.

<b>1. Project Director/Contact</b> Phone No: E-Mail Address:	<b>2. Application Term:</b>  Begin:                      End:
--	---

**PROGRAM ASSURANCES:**

The applicant agency identified above assures the SBDCCA that it will implement appropriate activities in keeping with the intents and purposes of this grant/project and, where appropriate, 34 CFR 76 (EDGAR); that it will use the current version of the Uniform System of Financial Records for fiscal control and fund accounting procedures, and that it will maintain appropriate documentation for audit and monitoring purposes.

The applicant agency further assures:

1. That it will file/has filed with the Arizona Department of Education its current General Statement of Assurance.
2. That it will comply with Program Specific Assurances as may be appropriate.
3. That any materials produced from the funded projects shall be the property of the State of Arizona and shall be made available to the general public only on a cost recovery basis.
4. Furthermore, if submitted electronically, the person whose username appears below has authorized the submittal of this application.

\_\_\_\_\_  
Signature -- Authorized Agent (Submit original signature.)

\_\_\_\_\_  
Date of Signature

\_\_\_\_\_  
Typed Name and Title

\_\_\_\_\_  
Mailing Address

(For SBDCCA Use Only)

The SBDCCA approves the program budget based on the availability of funds and the appropriate program assurances submitted by the applicant.

Signature: \_\_\_\_\_  
SBDCCA Authorized Agent

\_\_\_\_\_  
Date of Signature

Signature: \_\_\_\_\_  
SBDCCA Fiscal Staff

\_\_\_\_\_  
Date of Signature

Note: In the event of Federal reduction of your program funds,  
this application MUST BE REVISED

## ***BASIC GRANT PROGRAM AND FISCAL ASSURANCES***

- 1) Eligible recipients will annually evaluate Vocational Technical Education programs to assess progress of all students, including special populations,\* in meeting Arizona's core indicators [§113(b)(2)]. These core indicators will measure students':
  - (a) Attainment of challenging State-established academic, and vocational and technical skill proficiencies;
  - (b) Attainment of secondary degree or equivalent, proficiency credential in conjunction with a secondary diploma, or postsecondary degree or credential;
  - (c) Placement in, retention in and completion of postsecondary education or advanced training, placement in military service, or placement or retention in employment;
  - (d) Participation in and completion of Vocational Technical Education programs that lead to nontraditional training and employment. [§113(2)(A)]

*\*Special populations definition [§3(23)]: "...individuals with disabilities; economically disadvantaged individuals (including foster children); single parents (including single pregnant women); displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency."*

- 2) Individuals who are members of special populations will be provided equal access to the full range of Vocational Technical Education activities and programs available to individuals who are not members of special populations, and will not be discriminated against on the basis of their status as members of special populations; these programs and activities will be monitored by qualified state staff to ensure access and quality. [§122(c)(8)(B) and (C)]
- 3) Individuals who are members of special populations will be provided appropriate supplemental support services and activities, through an Individualized Vocational Education Plan (IVEP) and process, to enable those individuals to meet or exceed state adjusted levels of performance and to prepare them for further learning and high skill, high wage careers. [§122(c)(7)]
4. Eligible recipients will cooperate and participate with the SBDCCA including compliance with timely and complete, accurate, and reliable data collection activities, monitoring, and reporting requirements. [§122(c)(20)]
- 5) The SBDCCA will comply with all requirements of this title and State Plan, including the provision of financial audit of funds received under this title. [§122(c)(10)]
- 6) None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity or any affiliate. [§122(c)(10)]
- 7) The district will expend no more than 5 percent (including indirect costs) of grant funds for administrative purposes. [§135(d)]

- 8) The district supplements funds made available under this grant and, to the extent practicable, increased the amount of state/local funds available (in absence of grant monies) for purposes specified in the State Plan/local application and in no case supplants such state/local funds. [§311(a)]
- 9) The District will not use federal funds for partisan political purposes of any kind by any person or organization involved in the administration of Federally-assisted programs. [Federal Auditing Requirement]
- 10) The district certifies that it will provide a drug-free workplace according to criteria specified by the Federal Drug-Free Workplace Act, effective March 18, 1989. [Federal Auditing Requirement]

**State Board of Directors for Community Colleges of Arizona**  
**Year 2000 Federal Grant Requirements**  
**FY 2000 Basic Grant**

Per the United States Office of Management and Budget (OMB) and the State of Arizona General Accounting Office (GAO), all new grant contracts between the State and subrecipients must include a signed statement of certification requiring the subrecipients to state that they are Y2K compliant or will be before they receive any federal funds via the state.

"We certify that, to the best of our knowledge and belief, our systems are year 2000 compliant and will be able to properly record and track the receipt and disbursement of Federal Grant monies, and/or, if it is subsequently discovered that our systems are not year 2000 compliant, that we have established a reliable and comprehensive alternative grant tracking system until the automated systems are brought into compliance."

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Applicant

---

Signature of Authorized Agent

---

Date

## PROGRAM AND FISCAL ASSURANCES CERTIFICATION

I, \_\_\_\_\_, representing \_\_\_\_\_, assure the State Board of Directors of Community Colleges of Arizona that I have read, understood, and affirm the district is in compliance with the Perkins Act Basic Grant Assurances 1 through 10 listed on the previous pages, as well as the General Statement of Assurances on file with the Arizona Department of Education for my district.

\_\_\_\_\_  
Signature/Title (Authorized Representative)

\_\_\_\_\_  
Date

---

### LOCAL PLAN FOR VOCATIONAL TECHNICAL EDUCATION PROGRAMS [Sec. 134]

To meet the requirements of the Perkins Act of 1998, each eligible recipient desiring financial assistance must submit a local plan covering the same time period of the State Plan. Perkins funds must support the purpose of the Perkins Act of 1998, which is to develop the academic, vocational, and technical skills of secondary and postsecondary students who enroll in Vocational Technical Education Programs. [§2] The Plan must address the goals included in this application. **ALL GOALS MUST BE ADDRESSED THROUGH PERKINS OR OTHER FUNDING SOURCES.**

**GOAL 1. VOCATIONAL TECHNICAL PROGRAMS - Carry out the following Vocational Technical Programs.**  
**[Sec. 134(b)(1)]**

**INSTRUCTIONS:** List programs at each site to be carried out with Carl Perkins funds. Make additional copies of this form as necessary. Submit college catalog and college schedule of classes to document the offering of a coherent sequence of instruction.

[illegible]

INSTRUCTIONS: In the space provided, please write the objective for *each required GOAL 2-11*, the measurable outcomes expected for this fiscal year and the method of evaluating whether or not the objective is met. You may have more than one objective for each GOAL. Check (✓) the appropriate Expenditure Function Code, *only if* you will be using Perkins funds to meet the objective. Perkins funds must support the purpose of the Perkins Act of 1998, which is to develop the academic, vocational, and technical skills of secondary and postsecondary students who enroll in Vocational Technical Education programs. [§2] For your information, sample objectives are provided in the Samples section (see pages Sample 1-14) of this section. You may use or modify them as needed.

<b>GOAL 2. PERFORMANCE STANDARDS - Carry out Vocational Technical Education programs to meet state performance standards. [§134(b)(2)] Develop and implement evaluations of Vocational Technical Education programs, including assessment of how the needs of special populations are being met. [§135(b)(5)] Independently evaluate and continuously improve performance. [§134(b)(6)]</b>	
Objective:   Measurable Outcomes:   Evaluation Method:	( ) Perkins Funds Used Expenditure Function Code:  ____ Instruction ____ Support Services ____ Support Services – Admin ____ Capital Outlay
<b>GOAL 3. ACADEMIC STANDARDS - Improve academic and technical skills of Vocational Technical Education students through integration of academics with Vocational Technical Education programs. [§134(b)(3)(A)] Teach Vocational Technical Education students the same challenging academic proficiencies as all other students. [§134(b)(3)(C)]</b>	
Objective:   Measurable Outcomes:   Evaluation Method:	( ) Perkins Funds Used Expenditure Function Code:  ____ Instruction ____ Support Services ____ Support Services – Admin ____ Capital Outlay

<b>GOAL 4. PROGRAM IMPROVEMENT</b> Initiate, improve, expand, and modernize quality Vocational Technical Education programs. [§135(b)(6)] Improve Vocational Technical Education programs by providing services and activities of such size, scope, and quality to be effective. [§134(b)(5)] [§135(b)(7)] Provide students with strong experience in and understanding of all aspects of an industry. [§134(b)(3)(B)]	
Objective:       Measurable Outcomes:       Evaluation Method:	( ) Perkins Funds Used Expenditure Function Code:  ____ Instruction ____ Support Services ____ Support Services – Admin ____ Capital Outlay
<b>GOAL 5. INVOLVE STAKEHOLDERS -</b> Inform and involve parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations and other interested individuals in the development, implementation, and evaluation of Vocational Technical Education programs. [§134(b)(4) (at the postsecondary level, "parents" are included in the "students" category)]	
Objective:       Measurable Outcomes:       Evaluation Method:	( ) Perkins Funds Used Expenditure Function Code:  ____ Instruction ____ Support Services ____ Support Services – Admin ____ Capital Outlay

**GOAL 6. ACCESS/PROGRESS/SUCCESS FOR SPECIAL POPULATIONS - Prevent discrimination against special populations. [§134(b)(8)] Identify and adopt strategies to overcome barriers to access/success for special populations. [§134(b)(7)(A)] Provide programs designed to enable special populations to meet state performance standards. [§134(b)(7)(B)]**

**Objective:**

### Measurable Outcomes:

### Evaluation Method:

( ) Perkins Funds Used  
Expenditure Function Code:

☐ Instruction  
☐ Support Services  
☐ Support Services – Admin  
☐ Capital Outlay

**GOAL 7. NONTRADITIONAL TRAINING - Promote preparation for nontraditional training and employment. [§134(b)(9)]**

**Objective:**

### Measurable Outcomes:

### Evaluation Method:

( ) Perkins Funds Used  
Expenditure Function Code:

- \_\_\_ Instruction
- \_\_\_ Support Services
- \_\_\_ Support Services – Admin
- \_\_\_ Capital Outlay

<b>GOAL 8. PROFESSIONAL DEVELOPMENT - Provide comprehensive professional development for vocational and technical, academic, guidance, and administrative personnel. [§134(b)(10)] [§135(b)(4))A)(B)(C)(D)]</b>	
<p>Objective:</p>   <p>Measurable Outcomes:</p>   <p>Evaluation Method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>_____ Instruction</p> <p>_____ Support Services</p> <p>_____ Support Services – Admin</p> <p>_____ Capital Outlay</p>
<b>GOAL 9. TECHNOLOGY - Develop, improve, or expand the use of technology in Vocational Technical Education. [§135(b)(3)]</b>	
<p>Objective:</p>   <p>Measurable Outcomes:</p>   <p>Evaluation Method:</p>	<p>( ) Perkins Funds Used</p> <p><b>Expenditure Function Code:</b></p> <p>_____ <b>Instruction</b></p> <p>_____ <b>Support Services</b></p> <p>_____ <b>Support Services – Admin</b></p> <p>_____ <b>Capital Outlay</b></p>

<b>GOAL 10. ARTICULATION - Link secondary and postsecondary Vocational Technical Education programs. [§135(b)(8)]</b>	
<p>Objective:</p>   <p>Measurable Outcomes:</p>   <p>Evaluation Method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>___ Instruction</p> <p>___ Support Services</p> <p>___ Support Services – Admin</p> <p>___ Capital Outlay</p>
<b>GOAL 11. CAREER GUIDANCE - Provide career guidance and academic counseling for Vocational Technical Education students. [§135(c)(2)]</b>	
<p>Objective:</p>   <p>Measurable Outcomes:</p>   <p>Evaluation Method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>___ Instruction</p> <p>___ Support Services</p> <p>___ Support Services – Admin</p> <p>___ Capital Outlay</p>

*If any of the 11 goals has been left blank, your application is incomplete. You must address all 11 goals.*

## PERMISSIBLE USES OF PERKINS ACT BASIC GRANT FUNDS [§135(c)]

If you have allocated sufficient funding to address the *eleven required goals* listed above, you MAY use Perkins Act Basic Grant funds for certain additional permissible expenditure categories:

- (j) **support administrative costs** (not more than 5%) [§135(d)];
- (k) **provide work-related experience**, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to Vocational Technical Education programs;
- (l) **support local Vocational Technical Education and business partnerships**;
- (m) **support vocational and technical student organizations**;
- (n) **provide mentoring and support services for Vocational Technical Education students**;
- (o) **leasing, purchasing, upgrading or adapting equipment**, including instructional aids for Vocational Technical Education programs;
- (p) **support family and consumer sciences programs**;
- (q) **provide vocational and technical education programs for adults and school dropouts to complete their secondary education**; and
- (r) **assist participating Vocational Technical Education students in finding employment and continuing their education**.

INSTRUCTIONS: If you wish to *use Perkins funds* for any of these permissible items, use the space below. If you are writing more than one objective, please duplicate page as needed. For each objective, please identify the category of permissible expenditure by title (e.g., support administrative costs) the objective for that category, the measurable outcomes expected for this fiscal year and the method of evaluating whether or not the objective is met. Please check the appropriate Expenditure Function Code you will be using to meet the objective, as you did for the required objectives.

### PERMISSIBLE USES OF PERKINS ACT BASIC GRANT FUNDS - OBJECTIVES

Permissible Expenditure Category: [(a) thru (i)]	
Objective:	<input type="checkbox"/> Perkins Funds Used Expenditure Function Code:  <input type="checkbox"/> Instruction <input type="checkbox"/> Support Services <input type="checkbox"/> Support Services – Admin <input type="checkbox"/> Capital Outlay
Measurable Outcomes:	
Evaluation method:	

PERMISSIBLE USES OF PERKINS ACT BASIC GRANT FUNDS - OBJECTIVES

**Continuation Page (Make additional copies of this form as necessary.)**

Permissible Expenditure Category: [(a) thru (i)]	
<p>Objective:</p>  <p>Measurable Outcomes:</p>  <p>Evaluation method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>___ Instruction</p> <p>___ Support Services</p> <p>___ Support Services – Admin</p> <p>___ Capital Outlay</p>
Permissible Expenditure Category:	
<p>Objective:</p>  <p>Measurable Outcomes:</p>  <p>Evaluation method:</p>	<p>( ) Perkins Funds Used</p> <p>Expenditure Function Code:</p> <p>___ Instruction</p> <p>___ Support Services</p> <p>___ Support Services – Admin</p> <p>___ Capital Outlay</p>

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
CARL PERKINS FEDERAL FUNDS  
DETAILED EXPENDITURE BUDGET WORKSHEET**

(1) Applicant Agency \_\_\_\_\_

(2) Project No. \_\_\_\_\_ Funding Category \_\_\_\_\_

(3) Check One:      (    ) Application      (    ) Amendment

(4) Project Budget (See Form FVE-2)	(5) Specific Item/Description	(6) F.T.E.	(7) Amount of Request	(8) Amount of Approval ( <i>State Use Only</i> )

**Grand Totals**      (9)                                      (10)

\_\_\_\_\_

## DETAILED EXPENDITURE BUDGET WORKSHEET INSTRUCTIONS

This form is required to be submitted for application or amendment purposes with the Vocational Budget/Fiscal Report Form (SBDCCA FVE-2)

Totals from item No. 9, Amount of Request, for each separate Budget Expenditure Category (item No. 4) are to be transferred to the appropriate budget lines on the Vocational Education Budget/Fiscal Report Form.

Item No.	Description of Item
1.	Enter the legal identification name of the applicant agency
2.	Enter the Project number assigned by the State Board of Directors for Community Colleges of Arizona (if known) and the funding category.
3.	Check the Appropriate box.
4.	Enter the requested expenditure categories. Record the appropriate categories as listed on the SBDCCA Vocational Education Budget/Fiscal Report Form FVE-2.
5.	Enter a detailed description for each expenditure category recorded in item No. 4.
6.	Enter the full-time equivalent (FTE) for each listed salaried position. This will be a percentage which represents the portion of a position's total salary that is requested to be paid by the given project. This item only applies to budgeted salaries.
7.	Enter the amount of the specific individual items requested in item No. 5. Total the amounts for each separate No. 4 Expenditure Category requested.
8.	<b>DO NOT COMPLETE.</b> The final approved amounts will be completed by the State Board. The approved amounts will be transferred to the appropriate budget pages.
9.	Grand total sum of amount requested.
10.	Grand total sum of approved amount. <b>To be completed by the State Board.</b>

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA**  
**CARL PERKINS FEDERAL FUNDS**  
**BUDGET/FISCAL REPORT**

1. PROJECT NO. \_\_\_\_\_  
SBDCCA to provide

A. 2. PROJECT BUDGET PERIOD FROM TO

3. Applicant Agency 4. Date Submitted

5. Project Name (if any)

6. Check ONE:

☐ Application ☐ State Board Revision  
☐ Amendment ☐ Completion Report

**B. PROJECT BUDGET**

*Expenditure Categories	Budget (1)	Requested Changes (2)	Amended Budget (3)	Expenditures (4)	Budget Balance (5)
7. Salaries-Instructional					
8. Salaries-Non-Instructional					
9. Employee Benefits					
10. Travel					
11. Supplies and Materials					
12. Purchased Services/Consultant Fees					
13. Tuition					
14. Printing and Reproduction					
15. Utilities and Communications					
16. Other ( )					
17. SUBTOTAL					
18. Indirect Cost ( % x line 17)					
19. Capital Outlay (Equipment)					
20. TOTAL					
21. Administrative Costs					
22. Cash Balance (Completion Report Only)					

\*See Instructions on Reverse Side

**C. COMPLETION REPORT SIGNATURE**

I hereby certify that this is a reasonable statement of total expenditures for this project.

**D. APPLICANT AGENCY CONTACT PERSON**

\_\_\_\_\_  
Applicant Agency Authorized Agent

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Telephone Number

## INSTRUCTIONS

This form is to be used for all Federal Grant Projects.

### Line No.

1 Do Not Complete. To be completed by SBDCCA staff.

## SECTION A

### Line No.

- 2 Enter the budget period; month, day and year of the beginning and ending.
- 3 Enter the legal identification name of the applicant agency.
- 4 Enter date submitted.
- 5 To be used only if the project has a specific identifier name.
- 6 Check the appropriate purpose box.

## SECTION B

### Line No.

- 7-16 Allowable expenditure categories. When funds are budgeted in Line No.16, indicate the specific purpose in the blank space.
- 17 Summation of lines 7-16.
- 18 Indirect cost may be claimed only when an applicant has obtained an approved rate from State Board.
- 19 Capital outlay.
- 20 Total of lines 17-19.
- 21 Administrative Costs. Amount must be included in line 18.
- 22. For completion purposes only. The cash balance must be entered for the completion report to be accepted. and any differences between the budget balances (line 20) and the cash balance must be explained.

NOTE: When submitting:

- a. Items 2-6 are to be completed for all reports.
- b. For an application, complete column (1).
- c. For an amendment, complete columns (1), (2) and (3).
- d. For a completion report, enter approved budget in columns (1) or (3), whichever is applicable, and complete columns (4) and (5).
- e. For completion report purposes, complete line 22, column (5).

## SECTION C

Signature is required for completion report purposes.

## SECTION D

Print or type the name of the individual to be contacted regarding this project.

SBDCCA FORM FVE-2i, REVISED 4/99

Applicant Agency \_\_\_\_\_ Project No. \_\_\_\_\_

Project/ Program Title\_\_\_\_\_ Check One Purpose: ☐ Application ☐ Amendment ☐ Completion

**Signature-Applicant Agency Authorized Agent** \_\_\_\_\_ **Date** \_\_\_\_\_

Approved (SBDCCA) \_\_\_\_\_ Date \_\_\_\_\_

## CAPITAL OUTLAY

### Instructions

This form is required to be submitted for application amendment, and final expenditure report purposes.

Fill in various information on the top portion of the form: Program Title, Applicant Agency, Project No. if assigned, Funding Category, and Purpose.

- |                      |   |
|----------------------|---|
| Occupational Program | - Indicate the program to utilize the equipment.  |
| Item No.             | - This is the numerical sequence of the number of items on the form, starting with No.1.  |
| Quantity             | - For each item identified in the Description column, enter the number of items to be purchased.  |
| Description          | - Enter the exact description of the item to be purchased using Federal monies. Indicate the model number, size or other specifications where possible.   |
| Unit Cost            | - For application and amendment purposes, cost per unit obtained through bids and estimates. For final expenditure report, the actual expended amount per unit. Include sales tax, freight and miscellaneous charges. |
| Total Cost           | - Equals Quantity column times Unit Cost Column. Total this column.   |
| Signature            | - Authorized applicant agency signature required. For application, amendment, and expenditure report purposes.  |
| Approved             | - State approval for application and amendment purposes only.   |

SBDCCA FORM FVE-5i, REV 4/99

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
FEDERAL VOCATIONAL EDUCATION  
APPLICATION/AMENDMENT DESCRIPTION**

Application \_\_\_\_\_

Amendment \_\_\_\_\_

**Applicant Agency** \_\_\_\_\_

**Project Number:** \_\_\_\_\_ **Project Title** \_\_\_\_\_  
(if known)

**Project Description:** Description must include what will be accomplished and how it will be accomplished. This description shall relate directly to, and substantiate the budget.

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
FEDERAL VOCATIONAL EDUCATION  
APPLICATION/AMENDMENT OBJECTIVES**

**Application \_\_\_\_\_ Amendment \_\_\_\_\_**

**Applicant Agency** \_\_\_\_\_

**Project Number:** \_\_\_\_\_ **Project Title** \_\_\_\_\_  
(if known)

**Objectives:** Provide statements that indicate anticipated results during the fiscal year. Objectives must be measurable and contain the required components: (outcomes, target audience, evaluation method, and completion date). Use additional paper, if necessary.

(Note: Do not complete for Basic Grant application, unless there is need for additional objectives beyond those shown on pages 2-7 thru 2-13.)

## *Amendments*

## **Guidelines When Amendments are Required**

*The deadlines for accepting Amendments to an approved project are as follows:*

**March 30 - Deadline for amending projects ending June 30**

**May 30 - Deadline for amending projects ending September 30.**

An Amendment must be filed:

**If** the final expenditures are projected to exceed a budgeted line item (expenditure category) on SBDCCA Form FVE-2 by more than 20 percent or \$1,000, whichever is greater;

**If** expenditures are projected to be incurred and were not identified on the approved detailed expenditure budget worksheet (SBDCCA Form FVE-7) in the original approved project;

**If** the project ending date is being extended beyond the date of June 30 in the approved application;

**If** there are changes in the project description and/or objectives from the original approved application;

**If** there are changes in capital outlay purchases.

**STATE BOARD OF DIRECTORS FOR  
COMMUNITY COLLEGES OF ARIZONA**

# APPLICATION COVER SHEET

## Perkins Act Basic Grant

Project No. \_\_\_\_\_

## □ APPLICATION

☐ RENEWAL APPLICATION

□ AMENDMENT

The Applicant Agency \_\_\_\_\_ assures the SBDCCA that it will implement the eligible program activities and maintain appropriate documentation to fulfill program requirements.

1. Project Director/Contact Phone No: E-Mail Address:	2. Application Term:  <div style="display: flex; justify-content: space-between;"> <span>Begin:</span> <span>End:</span> </div>
---	---

PROGRAM ASSURANCES:

The applicant agency identified above assures the SBDCCA that it will implement appropriate activities in keeping with the intents and purposes of this grant/project and, where appropriate, 34 CFR 76 (EDGAR); that it will use the current version of the Uniform System of Financial Records for fiscal control and fund accounting procedures, and that it will maintain appropriate documentation for audit and monitoring purposes.

The applicant agency further assures:

1. That it will file/has filed with the Arizona Department of Education its current General Statement of Assurance.
2. That it will comply with Program Specific Assurances as may be appropriate.
3. That any materials produced from the funded projects shall be the property of the State of Arizona and shall be made available to the general public only on a cost recovery basis.
4. Furthermore, if submitted electronically, the person whose username appears below has authorized the submittal of this application.

Signature -- Authorized Agent (Submit original signature.)

Date of Signature

Typed Name and Title

Mailing Address

(For SBDCCA Use Only)

The SBDCCA approves the program budget based on the availability of funds and the appropriate program assurances submitted by the applicant.

Signature: \_\_\_\_\_  
SBDCCA Authorized Agent

Date of Signature

Signature: \_\_\_\_\_  
SBDCCA Fiscal Staff

Date of Signature

Note: In the event of Federal reduction of your program funds,  
this application **MUST BE REVISED**

## JUSTIFICATION FOR AMENDMENT CHANGE(S)

Submit with a revised copy of SBDCCA Form FVE-2

<b>Applicant/Agency</b>
Project Title
Project Number
Funding Category
Project Period: Begin_____ End_____

### RETURN TO:

Patricia Gelvin  
State Board of Directors  
for Community Colleges of AZ  
3225 N. Central Ave., Suite 1220  
Phoenix, Arizona 85012

Give a detailed explanation below for the requested changes in the budget or program.

### Change is:

Monetary Only \_\_\_\_\_  
Program Only \_\_\_\_\_  
Both \_\_\_\_\_  
Completion Date \_\_\_\_\_

SBDCCA FORM FVE-6, REV. 4/99

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
FEDERAL VOCATIONAL EDUCATION  
APPLICATION/AMENDMENT DESCRIPTION**

*Application* \_\_\_\_\_ *Amendment* \_\_\_\_\_

**Applicant Agency** \_\_\_\_\_

**Project Number:** \_\_\_\_\_ **Project Title** \_\_\_\_\_  
(if known)

**Project Description:** Description must include what will be accomplished and how it will be accomplished. This description shall relate directly to, and substantiate the budget.

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
FEDERAL VOCATIONAL EDUCATION  
APPLICATION/AMENDMENT OBJECTIVES**

**Application \_\_\_\_\_ Amendment \_\_\_\_\_**

**Applicant Agency** \_\_\_\_\_

**Project Number:** \_\_\_\_\_ **Project Title** \_\_\_\_\_  
(if known)

**Objectives:** Provide statements that indicate anticipated results during the fiscal year. Objectives must be measurable and contain the required components: (outcomes, target audience, evaluation method, and completion date). Use additional paper, if necessary.

(Note: Do not complete for Basic Grant application, unless there is need for additional objectives beyond those shown on pages 2-7 thru 2-13.)

(1) **Applicant Agency**\_\_\_\_\_

(2) **Project No.**\_\_\_\_\_ **Funding Category**\_\_\_\_\_

(3) **Check One:**      ☐ **Application**      ☐ **Amendment**

(4) Project Budget (See Form FVE-2)	(5) Specific Item/Description	(6) F.T.E.	(7) Amount of Request	(8) Amount of Approval (State Use Only)

**Grand Totals** (9) (10)

## DETAILED EXPENDITURE BUDGET WORKSHEET INSTRUCTIONS

This form is required to be submitted for application or amendment purposes with the Vocational Budget/Fiscal Report Form (SBDCCA FVE-2)

Totals from item No. 9, Amount of Request, for each separate Budget Expenditure Category (item No. 4) are to be transferred to the appropriate budget lines on the Vocational Education Budget/Fiscal Report Form.

<b>Item No.</b>	<b>Description of Item</b>
-----------------	----------------------------

- |    |   |
|----|---|
| 1. | Enter the legal identification name of the applicant agency   |
| 2. | Enter the Project number assigned by the State Board of Directors for Community Colleges of Arizona (if known) and the funding category.  |
| 3. | Check the Appropriate box.  |
| 4. | Enter the requested expenditure categories. Record the appropriate categories as listed on the SBDCCA Vocational Education Budget/Fiscal Report Form FVE-2.   |
| 5. | Enter a detailed description for each expenditure category recorded in item No. 4.  |
| 6. | Enter the full-time equivalent (FTE) for each listed salaried position. This will be a percentage which represents the portion of a position's total salary that is requested to be paid by the given project. This item only applies to budgeted salaries. |
| 7. | Enter the amount of the specific individual items requested in item No. 5. Total the amounts for each separate No. 4 Expenditure Category requested.  |
| 8. | <b>DO NOT COMPLETE.</b> The final approved amounts will be completed by the State Board. The approved amounts will be transferred to the appropriate budget pages.  |
| 9. | Grand total sum of amount requested.  |
- 10.** Grand total sum of approved amount. **To be completed by the State Board.**

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
CARL PERKINS FEDERAL FUNDS  
BUDGET/FISCAL REPORT**

1. PROJECT NO. \_\_\_\_\_  
SBDCCA to provide

A. 2. PROJECT BUDGET PERIOD FROM TO

3. Applicant Agency 4. Date Submitted

5. Project Name (if any) 7. Check ONE:

☐ Application ☐ State Board Revision  
☐ Amendment ☐ Completion Report

**C. PROJECT BUDGET**

	Budget (1)	Requested Changes (2)	Amended Budget (3)	Expenditures (4)	Budget Balance (5)
*Expenditure Categories					
7. Salaries-Instructional					
8. Salaries-Non-Instructional					
9. Employee Benefits					
10. Travel					
11. Supplies and Materials					
12. Purchased Services/Consultant Fees					
13. Tuition					
14. Printing and Reproduction					
15. Utilities and Communications					
16. Other ( )					
17. SUBTOTAL					
18. Indirect Cost ( % x line 17)					
19. Capital Outlay (Equipment)					
20. TOTAL					
21. Administrative Costs					
22. Cash Balance (Completion Report Only)					

\*See Instructions on Reverse Side

**C. COMPLETION REPORT SIGNATURE**

I hereby certify that this is a reasonable statement of total expenditures for this project.

**D. APPLICANT AGENCY CONTACT PERSON**

\_\_\_\_\_  
Applicant Agency Authorized Agent

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Telephone Number

# **INSTRUCTIONS**

This form is to be used for all Federal Grant Projects.

## **Line No.**

1 Do Not Complete. To be completed by SBDCCA staff.

## **SECTION A**

### **Line No.**

- 2 Enter the budget period; month, day and year of the beginning and ending.
- 3 Enter the legal identification name of the applicant agency.
- 4 Enter date submitted.
- 5 To be used only if the project has a specific identifier name.
- 6 Check the appropriate purpose box.

## **SECTION B**

### **Line No.**

- 7-16 Allowable expenditure categories. When funds are budgeted in Line No.16, indicate the specific purpose in the blank space.
- 17 Summation of lines 7-16.
- 18 Indirect cost may be claimed only when an applicant has obtained an approved rate from State Board.
- 19 Capital outlay.
- 20 Total of lines 17-19.
- 21 Administrative Costs. Amount must be included in line 18.
- 22. For completion purposes only. The cash balance must be entered for the completion report to be accepted. and any differences between the budget balances (line 20) and the cash balance must be explained.

NOTE: When submitting:

- a. Items 2-6 are to be completed for all reports.
- b. For an application, complete column (1).
- c. For an amendment, complete columns (1), (2) and (3).
- d. For a completion report, enter approved budget in columns (1) or (3), whichever is applicable, and complete columns (4) and (5).
- e. For completion report purposes, complete line 22, column (5).

## **SECTION C**

Signature is required for completion report purposes.

## **SECTION D**

Print or type the name of the individual to be contacted regarding this project.

## CAPITAL OUTLAY

**ATTACH TO APPLICATION, AMENDMENT OR EXPENDITURE REPORT**

Applicant Agency \_\_\_\_\_ Project No. \_\_\_\_\_

Funding Category \_\_\_\_\_

Project/ Program Title\_\_\_\_\_ Check One Purpose: ☐ Application ☐ Amendment ☐ Completion

Occupational Program	Item No.	Quantity	Description	Unit Cost	Total Cost
The above list has been compiled in compliance with the Vocational Equipment Guidelines developed by the Arizona Department of Education. Equipment must be logically related to and necessary to the program/course competencies.					<b>TOTAL</b>

**Signature-Applicant Agency Authorized Agent** \_\_\_\_\_ **Date** \_\_\_\_\_

Approved (SBDCCA) \_\_\_\_\_ Date \_\_\_\_\_

SBDCCA FORM FVE-5, REVISED 4/99

## CAPITAL OUTLAY

### Instructions

This form is required to be submitted for application amendment, and final expenditure report purposes.

Fill in various information on the top portion of the form: Program Title, Applicant Agency, Project No. if assigned, Funding Category, and Purpose.

Occupational Program	- Indicate the program to utilize the equipment.
Item No.	- This is the numerical sequence of the number of items on the form, starting with No.1.
Quantity	- For each item identified in the Description column, enter the number of items to be purchased.
Description	- Enter the exact description of the item to be purchased using Federal monies. Indicate the model number, size or other specifications where possible.
Unit Cost	- For application and amendment purposes, cost per unit obtained through bids and estimates. For final expenditure report, the actual expended amount per unit. Include sales tax, freight and miscellaneous charges.
Total Cost	- Equals Quantity column times Unit Cost Column. Total this column.
Signature	- Authorized applicant agency signature required. For application, amendment, and expenditure report purposes.
Approved	- State approval for application and amendment purposes only.

SBDCCA FORM FVE-5i, REV 4/99

***Periodic and  
Final Narrative Reports***

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
PERIODIC AND FINAL NARRATIVE REPORTS FOR  
FEDERAL VOCATIONAL EDUCATION PROJECTS**

Applicant Agency: \_\_\_\_\_

Funding Category:        ☐ Basic Grant/Formula                      ☐ Tech Prep/Discretionary

Project Name (if any): \_\_\_\_\_

Project Number: \_\_\_\_\_

**BASIC GRANT/FORMULA**

1. Indicate which report is being submitted.

\_\_\_\_\_ Mid year Narrative (Due Feb. 1)

\_\_\_\_\_ Final Fiscal (**Due 45 days** after the  
project ending date)

\_\_\_\_\_ Final Narrative (**Due 45 days** after the  
project ending date)

2. The narrative must describe accomplishments/progress by objective. In addition, other significant accomplishments should be reported. **(1-3 pages)**

**TECH PREP/DISCRETIONARY**

1. Indicate which report is being submitted.

\_\_\_\_\_ First Period (Due Oct. 15)

\_\_\_\_\_ Second Period (Due Jan. 15)

\_\_\_\_\_ Third Period (Due April 15)

\_\_\_\_\_ Fourth Quarter/Final (**Due 45 days**  
after project ending date)

2. The narrative must describe accomplishments/progress by objective. In addition, other significant accomplishments should be reported. **(1-3 pages)**

\_\_\_\_\_  
LEA Contact Person and Phone Number (Print or type)

\_\_\_\_\_  
Date

**BASIC GRANT REPORTS SUBMITTED TO:**

Patricia Gelvin  
State Board of Directors for  
Community Colleges of Arizona  
3225 North Central Avenue, Suite 1220  
Phoenix, Arizona 85012

**TECH PREP REPORTS SUBMITTED TO:**

Nancy Dillon  
State Board of Directors for  
Community Colleges of Arizona  
3225 North Central Avenue, Suite 1220  
Phoenix, Arizona 85012

# ***Year End Reports***

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
CARL PERKINS FEDERAL FUNDS  
BUDGET/FISCAL REPORT**

1. PROJECT NO. \_\_\_\_\_  
SBDCCA to provide

A. 2. PROJECT BUDGET PERIOD FROM TO  
3. Applicant Agency 4. Date Submitted

5. Project Name (if any)

8. Check ONE:

☐ Application ☐ State Board Revision  
☐ Amendment ☐ Completion Report

**D. PROJECT BUDGET**

	Budget (1)	Requested Changes (2)	Amended Budget (3)	Expenditures (4)	Budget Balance (5)
*Expenditure Categories					
7. Salaries-Instructional					
8. Salaries-Non-Instructional					
9. Employee Benefits					
10. Travel					
11. Supplies and Materials					
12. Purchased Services/Consultant Fees					
13. Tuition					
14. Printing and Reproduction					
15. Utilities and Communications					
16. Other ( )					
17. SUBTOTAL					
18. Indirect Cost ( % x line 17)					
19. Capital Outlay (Equipment)					
20. TOTAL					
21. Administrative Costs					
22. Cash Balance (Completion Report Only)					

\*See Instructions on Reverse Side

**C. COMPLETION REPORT SIGNATURE**

I hereby certify that this is a reasonable statement of total expenditures for this project.

**D. APPLICANT AGENCY CONTACT PERSON**

\_\_\_\_\_  
Applicant Agency Authorized Agent

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Telephone Number

## **INSTRUCTIONS**

This form is to be used for all Federal Grant Projects.

### **Line No.**

1 Do Not Complete. To be completed by SBDCCA staff.

### **SECTION A**

#### **Line No.**

- 2 Enter the budget period; month, day and year of the beginning and ending.
- 3 Enter the legal identification name of the applicant agency.
- 4 Enter date submitted.
- 5 To be used only if the project has a specific identifier name.
- 6 Check the appropriate purpose box.

### **SECTION B**

#### **Line No.**

- 7-16 Allowable expenditure categories. When funds are budgeted in Line No.16, indicate the specific purpose in the blank space.
- 17 Summation of lines 7-16.
- 18 Indirect cost may be claimed only when an applicant has obtained an approved rate from State Board.
- 19 Capital outlay.
- 20 Total of lines 17-19.
- 21 Administrative Costs. Amount must be included in line 18.
- 22. For completion purposes only. The cash balance must be entered for the completion report to be accepted. and any differences between the budget balances (line 20) and the cash balance must be explained.

NOTE: When submitting:

- a. Items 2-6 are to be completed for all reports.
- b. For an application, complete column (1).
- c. For an amendment, complete columns (1), (2) and (3).
- d. For a completion report, enter approved budget in columns (1) or (3), whichever is applicable, and complete columns (4) and (5).
- e. For completion report purposes, complete line 22, column (5).

### **SECTION C**

Signature is required for completion report purposes.

### **SECTION D**

Print or type the name of the individual to be contacted regarding this project.

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
PERIODIC AND FINAL NARRATIVE REPORTS FOR  
FEDERAL VOCATIONAL EDUCATION PROJECTS**

Applicant Agency: \_\_\_\_\_

Funding Category:        ☐ Basic Grant/Formula                      ☐ Tech Prep/Discretionary

Project Name (if any): \_\_\_\_\_

Project Number: \_\_\_\_\_

**BASIC GRANT/FORMULA**

1. Indicate which report is being submitted.

\_\_\_\_\_ Mid year Narrative (Due Feb. 1)

\_\_\_\_\_ Final Fiscal (**Due 45 days** after the  
project ending date)

\_\_\_\_\_ Final Narrative (**Due 45 days** after the  
project ending date)

2. The narrative must describe accomplishments/progress by objective. In addition, other significant accomplishments should be reported. **(1-3 pages)**

**TECH PREP/DISCRETIONARY**

1. Indicate which report is being submitted.

\_\_\_\_\_ First Period (Due Oct. 15)

\_\_\_\_\_ Second Period (Due Jan. 15)

\_\_\_\_\_ Third Period (Due April 15)

\_\_\_\_\_ Fourth Quarter/Final (**Due 45 days**  
after project ending date)

2. The narrative must describe accomplishments/progress by objective. In addition, other significant accomplishments should be reported. **(1-3 pages)**

\_\_\_\_\_  
LEA Contact Person and Phone Number (Print or type)

\_\_\_\_\_  
Date

**BASIC GRANT REPORTS SUBMITTED TO:**

Patricia Gelvin  
State Board of Directors for  
Community Colleges of Arizona  
3225 North Central Avenue, Suite 1220  
Phoenix, Arizona 85012

**TECH PREP REPORTS SUBMITTED TO:**

Nancy Dillon  
State Board of Directors for  
Community Colleges of Arizona  
3225 North Central Avenue, Suite 1220  
Phoenix, Arizona 85012

## CAPITAL OUTLAY

### ATTACH TO APPLICATION, AMENDMENT OR EXPENDITURE REPORT

Applicant Agency \_\_\_\_\_ Project No. \_\_\_\_\_

Funding Category \_\_\_\_\_

Project/ Program Title \_\_\_\_\_ Check One Purpose: ☐ Application ☐ Amendment ☐ Completion

Occupational Program	Item No.	Quantity	Description	Unit Cost	Total Cost

The above list has been compiled in compliance with the Vocational Equipment Guidelines developed by the Arizona Department of Education. Equipment must be logically related to and necessary to the program/course competencies.

TOTAL

Signature-Applicant Agency Authorized Agent \_\_\_\_\_ Date \_\_\_\_\_

Approved (SBDCCA) \_\_\_\_\_ Date \_\_\_\_\_

SBDCCA FORM FVE-5, REVISED 4/99

## CAPITAL OUTLAY

### Instructions

This form is required to be submitted for application amendment, and final expenditure report purposes.

Fill in various information on the top portion of the form: Program Title, Applicant Agency, Project No. if assigned, Funding Category, and Purpose.

Occupational Program	- Indicate the program to utilize the equipment.
Item No.	- This is the numerical sequence of the number of items on the form, starting with No.1.
Quantity	- For each item identified in the Description column, enter the number of items to be purchased.
Description	- Enter the exact description of the item to be purchased using Federal monies. Indicate the model number, size or other specifications where possible.
Unit Cost	- For application and amendment purposes, cost per unit obtained through bids and estimates. For final expenditure report, the actual expended amount per unit. Include sales tax, freight and miscellaneous charges.
Total Cost	- Equals Quantity column times Unit Cost Column. Total this column.
Signature	- Authorized applicant agency signature required. For application, amendment, and expenditure report purposes.
Approved	- State approval for application and amendment purposes only.

SBDCCA FORM FVE-5i, REV 4/99

*Funds Request  
and  
Cash Management Report*

**STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
FEDERAL VOCATIONAL EDUCATION BUDGET  
FUNDS REQUEST & CASH MANAGEMENT REPORT  
FY 2000**

1. Project No. \_\_\_\_\_

A. 2. PROJECT BUDGET PERIOD	FROM	TO			
3. Applicant Agency		4. Category			
5. Project Name (if any)		6. a) Cash Management as of _____			
		b) Amount of Request _____			
		c) Requested for Month(s) of _____			
<b>B. PROJECT BUDGET</b>					
Expenditure Categories	Budget (1)	Year to Date Expended (2)	Encumbered (3)	Total Expended & Encumbered (4)	Unencumbered (5)
7. Salaries-Instructional					
8. Salaries-Non-Instructional					
9. Employee Benefits					
10. Travel					
11. Supplies and Materials					
12. Purchased Services/ Consultant Fees					
13. Tuition (Student)					
14. Printing and Reproduction					
15. Utilities and Communications					
16. Other ( )					
<b>17. SUBTOTAL</b>					
18. Indirect Cost ( % x line 17)					
19. Capital Outlay (Equipment)					
20. TOTAL					
21. Administrative Costs					
<b>22. REVENUE RECEIVED \$</b>				23. Unencumbered Cash \$	

D. Justification of Request in Excess of 10% of Project total:

C. REQUEST/REPORT SIGNATURE

I hereby certify that this report has been reconciled with records in the (District/Agency) office and is a reasonable statement of total expenditures and encumbrances for this project.

\_\_\_\_\_  
District/Agency Authorized Agent                      Date

E. STATE OFFICE USE ONLY

Line 17, Col. (1) \$ \_\_\_\_\_  
 Line 18, Col. (1) \$ \_\_\_\_\_  
 Total \$ \_\_\_\_\_ X 8.5%  
 Allowable Cash \$ \_\_\_\_\_ (A)  
 Line 23 \$ \_\_\_\_\_  
 Minus-Greater of (A) or \$1,000 \$ \_\_\_\_\_  
 Excess Cash \$ \_\_\_\_\_

F. Timely Disbursement of Funds

Yes \_\_\_\_\_ District has implemented procedures and maintains documentation regarding drawdown amounts and timely disbursement of funds.  
 No \_\_\_\_\_

Submit to:

STATE BOARD OF DIRECTORS FOR COMMUNITY COLLEGES OF ARIZONA  
 ATTN: Patricia Gelvin  
 3225 North Central Avenue, Suite 1220  
 Phoenix, AZ 85012

SBDCCA:tg  
FORM FVE-8  
Revised 4/99

# INSTRUCTIONS

This form is to be used for all funds requests/cash management reports for all Federal Vocational Education Projects.

## A SEPARATE FORM IS REQUIRED FOR EACH FUNDING CATEGORY.

### Line No.

1 Use the project number given on FVE-2, item 1

### SECTION A

#### Line No.

- 2 Enter the budget period; month, day and year of the beginning and ending.
- 3 Enter the legal identification name of the applicant agency.
- 4 Enter only one funding category.
- 5 To be used only if the project has a specific identifier name.
- 6
  - a) Enter the date that the expended & encumbered amounts were recorded
  - b) Enter the amount requested, if a request is being made at this time
  - c) Enter the month or months that this payment will cover.

### SECTION B

#### Line No.

- 7-16 Allowable expenditure categories. When funds are budgeted in Line No.16, indicate the specific purpose in the blank space.
- 17 Summation of lines 7-16.
- 18 Indirect cost may be claimed only when an applicant has obtained an approved rate.
- 19 Capital outlay.
- 20 Total of lines 17-19.
- 21 Administrative Costs for Basic Grant projects may not exceed 5%. Tech Prep allows a maximum of 8%. Amount must be included in line 18.
- 22. List all funds received to date in the funding category. This amount will be used to determine whether or not there is a cash management overage.

NOTE: When submitting:

- a. Items 6(a-c), 17(1), 18(1), 20(2-4), 22(1) and 23(5) are to be completed for all funds requests.
- b. If funds are not being requested, list item 6(b) as -0-.
- c. Items 20(2-4), 22(1) and 23(5) are required for Cash Management purposes.

### SECTION C

Federal regulations require that reported expenditures and encumbrances be a reliable reflection of the records in the district/agency office.

### SECTION D

If funds requested total more than 10% of the total grant, then a brief justification must be provided. An example would be: Funds requested to make lump-sum purchase of capital in October.

### SECTION E

Do not fill out. Funds will not be disbursed if 20(2-4), 22(1), 23(5), and 6(b) are not completed or if unencumbered cash (23(5)) is in excess of 8.5% or \$1,000; whichever is greater as calculated in this section.

### SECTION F

Districts must deposit warrants as soon as they are received, and disburse the funds to the proper accounts in an expedient manner. Failure to do so could result in an interest liability.

FORM FVE-8i, REVISED 4/99

# ***Vocational Education Equipment Guidelines***

# VOCATIONAL EDUCATION EQUIPMENT GUIDELINES

1. Equipment is defined as follows:
  - a. Tangible personal property (equipment), as opposed to real property (land, buildings).
  - b. Items whose useful life must be equal to or longer than one year.
3. Equipment with a purchase price limitation of \$1,000 or more must be accounted for and controlled in accordance with the provisions of the Uniform System of Financial Records VI-E (USFR) for Arizona public schools. Charter schools are subject to the provisions of the Uniform System of Financial Records for Arizona Charter Schools (USFRCS). Non secondary public schools, such as universities and community colleges, must follow the equipment purchase and inventory guidelines set forth under state law for their particular type of institution.

Property contract procedures should include the Stewardship Listing recommendation provided under the provisions of USFR VI-E, for equipment costing less than \$1,000, or similar controls for recipients to whom the USFR does not apply.

3. The acquisition cost is to include actual costs, including ancillary charges necessary to put the assets in use. Ancillary costs include tax, freight charges, assembly and installation, and other incidental costs.
4. Equipment must be logically related to, and necessary to, the occupation being taught. The equipment is to be used only for Vocational Education programs or loaned/shared with other school-based programs so as not to interfere with the Vocational Education program for which the equipment was originally purchased.
5. Eligible recipient will have available upon request requisitions, purchase orders and invoices for all Vocational Education equipment purchases.
6. Equipment will have been received and be operational in sufficient time to make an impact on the current program.
7. All purchased equipment will have adequate insurance coverage.
8. Eligible recipients will have available upon request a physical inventory of Vocational Education equipment. Districts and recipients should update their general fixed assets listing at least annually.

## EQUIPMENT GUIDELINES (cont.)

### ***9. Property records of Vocational Education equipment with a unit cost of \$1,000 or more shall include:***

- a. Location (school, department, building, etc.)
  - b. Identification number (tag number, serial number, or other number that specifically identifies the item)
  - c. Description (model number, size, color, etc.)
  - d. Method of acquisition (purchase, donation, construction, trade, or lease-purchase)
  - e. Source of funding
  - f. Acquisition date (month and year of acquisition)
  - g. Purchase document number (P.O. number, voucher number, or other document number that can be used to trace to the supporting documentation)
  - h. Actual or estimated historical cost
  - i. Condition of asset (for assets with unit costs of \$5,000 or more purchased with federal monies)
  - j. Percentage of federal participation (for assets with unit costs of \$5,000 or more purchased with federal monies)
13. A control system must be developed to ensure adequate safeguards to prevent loss, damage or theft of the property. Any loss, damage or theft shall be investigated.
14. Adequate maintenance procedures must be developed to keep property in good condition.
15. Eligible recipient will show that proper procedures were followed when disposing of Vocational Education equipment. A summary of required procedures is as follows:
- a. Disposition - when original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:
    1. Items of equipment with a current per unit fair market value of less than \$5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
    2. Items of equipment with a current per unit fair market value in excess of \$5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.
    3. In cases where a grantee or subgrantee fails to take appropriate disposition action, the awarding agency may direct the grantee or subgrantee to take excess and disposition action.

## **EQUIPMENT GUIDELINES (cont.)**

- b. Right to transfer title - the federal awarding agency may reserve the right to transfer title to the Federal Government or a third party named by the awarding agency when such a third party is otherwise eligible under existing statutes. Such transfers shall be subject to the following standards:
  - 1. The property shall be identified in the grant or otherwise made known to the grantee in writing.
  - 2. The federal awarding agency shall issue disposition instruction within 120 calendar-days after the end of the federal support of the project for which it was acquired. If the federal awarding agency fails to issue disposition instructions within the 120-calendar day period, the grantee shall follow EDGAR 34 CFR 80.32(e).
  - 3. When title to equipment is transferred, the grantee shall be paid an amount calculated by applying the percentage of participation in the purchase to the current fair market value of the property.

13. All procurement transactions must be in compliance with state law and local regulations.

(See Uniform System of Financial Records (USFR), General Fixed Assets, VI-E-1 through 15)

(See 34 CFR 80.32, Equipment)

## **EQUIPMENT USAGE:**

Please note that the federal regulations require:

- a. that a district will not expend funds under this grant to acquire equipment (including computer software) that results in direct financial benefit to any purchasing entity or its employees or any affiliate of such an organization; and
- b. that the district will use equipment for other instructional purposes only if (1) the acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity; (2) the equipment is used after regular school hours or on weekends; and (3) such other use is:
  - 1. Incidental to the use of the equipment;
  - 2. Does not interfere with the use of that equipment for the purpose under which it was purchased; and
  - 3. Does not add to the cost of using that equipment for the purpose under which it was purchased.

In addition, the state requires that:

Equipment purchased with monies awarded for Vocational Education must be used to support ongoing vocational programs. If a vocational program ends, the equipment must be used to support other ongoing, approved vocational programs.

In the event an eligible recipient no longer offers vocational education or the equipment is no longer needed by any of the eligible recipient's vocational programs, the state may request that the equipment be transferred to another eligible recipient. If the state elects not to request the equipment be transferred, then the eligible recipient may transfer or dispose of the equipment in accordance with their own policies, subject to the requirements of state law or federal law, depending upon the source of funds used to purchase the equipment.

## Appendix L. Tech Prep Proposal Review

### PROPOSAL REVIEW CHECKLIST

(FOR REVIEWERS USE)

Funding Topic: <b>TECH PREP</b>	Topic #1.0
Applicant Agency	Application #
<b>PROJECT DESCRIPTION</b>	<b>POINTS</b>
1. The applicant shall describe the organization of the Tech Prep consortium. 2. The applicant shall identify the participating consortium members. 3. The applicant shall meet all assurances.	<i>Compliance</i>
4. A matrix listing of programs articulated, and all pertinent total number as described shall be listed. <i>Maximum 10 Points</i>	
5. The applicant shall describe how it will address <u>each</u> of the identified Components of the Tech Prep Framework to include goals, objectives, current status, action plan and budget.	
5.1 ARTICULATION <i>Maximum 20 Points</i>	
5.2 PROFESSIONAL DEVELOPMENT/TECHNOLOGY <i>Maximum 15 Points</i>	
5.3 PARTNERSHIPS/WORK BASED LEARNING <i>Maximum 15 Points</i>	
5.4 MARKETING <i>Maximum 15 Points</i>	
5.5 SPECIAL POPULATIONS /EQUITY/NON-TRADITIONAL <i>Maximum 10 Points</i>	
5.6 EVALUATION <i>Maximum 15 Points</i>	
<b>POINTS AWARDED</b> <b>MATRIX</b> <b>DESCRIPTION</b> <i>Maximum 10 Points</i> <i>Maximum 90 Points</i>	
<b>TOTAL POINTS AWARDED</b> <i>Maximum 100 Points</i>	
Name of Reviewer (Printed):  Signature of Reviewer:	Date of Review:

## **Appendix M. Needs Assessment 1998**

### **CONTENTS**

Introduction

Procedures

Results

Discussion

### **APPENDICES**

- A. 1998 Perkins Assessment Areas
- B. Activity Implementation by All Respondents
- C. Perkins III Assessment Area Implementation
- D. Theme Implementation by All Respondents
- E. Needs Assessment Survey
- F. Factor Analyzed Activity Themes

## **INTRODUCTION**

The Carl D. Perkins Vocational and Technical Education Act of 1998 (Public Law 105-332) stipulates that each state develop, submit, and implement a five year plan to develop the academic, vocational, and technical skills of secondary and postsecondary students enrolled in vocational and technical education programs. Alternatively, a state can submit a one-year transition plan followed by a complete plan for the remaining years. Arizona has chosen to utilize this latter alternative.

An important issue in the 1998 Perkins Act (Perkins III) is accountability. State leadership is expected to track progress in ten key assessment areas within the state. An assessment of the current status of academic, vocational and technical skills in Arizona will be a requirement. Application of Perkins criteria in ten specific areas can be useful in providing data to make informed decisions about the current and future needs of state vocational and technical education programs. This information can be extremely useful in making decisions based on objectively sought information.

The Perkins Assessment Areas are listed in Appendix A. To gain a perspective of the current status and to establish a baseline for future assessments, a statewide needs assessment was conducted that included vocational and technical teachers, advisors, coordinators, and administrators. The results of this study indicate that, while many of the issues identified in the Perkins III Act are being addressed, further improvements are needed to comply with the requirements of the Act.

## PROCEDURES

### Measures

The Assessment of Technical and Vocational Education developed by the state of Virginia was modified for use in this study. The survey was designed to assess vocational and technical education in accordance with Perkins III. The modified questionnaire entitled Needs Assessment Survey, (Appendix E) consists of thirty-one activities often included in vocational education programs in Arizona schools. Some of the activities included in the Virginia survey were revised to reflect activities typical of Arizona schools. For example, “work related experiences” was changed to “internships/job shadowing have been implemented.” Additionally, open-ended questions included in the Virginia questionnaire were omitted in the Arizona assessment because the data that would have been collected in this manner is being gathered in another survey. To make the survey more relevant to the state of Arizona, some activities were added. For example, “Students participate in local service organizations, e.g. Rotary Club” was added to reflect an activity specific to Arizona. Respondents were asked to rate activities often employed in Arizona schools using the following scale:

(1) This is currently being done; (2) This is being done some, but assistance is needed to do more; (3) This is not being done currently, but there is interest to implement this in the next five years, and (4) This is not being done currently and there is no interest in doing this now or in the foreseeable future.

## Method

The Needs Assessment Survey was mailed to 2602 vocational teachers, advisors, coordinators and administrators from public school districts in Arizona. Due to time constraints for the project, a second mailing was not completed. Respondents had three weeks to complete and return the survey. A total of 856 questionnaires were returned, for a response rate of 33%. Table 1 presents the response rates by each group included in the mailing.

## RESPONSE RATE OF SURVEY GROUP MEMBERS

TABLE 1

Role	Questionnaires Sent	Responses Received	% Response Rate
Vocational Teacher	2280	699	31
Advisory Committee Member	81	14	17
Tech-Prep Coordinator	12	10	83
Vocational Director	113	77	68
High School Superintendent	116	20	17
Unspecified	NA	32	NA
Total	2602	852	33

Individuals who classified themselves in more than one group (e.g. vocational teacher and advisory committee member) were coded at the highest level of responsibility. For example, a Local Director who also responded as a teacher was counted only as a Local Director. Multiple responses to individual activities were excluded from data analysis.

Data was analyzed using the SPSS statistical software. Response frequencies were calculated for each individual activity as well as for the Perkins III assessment areas. Additionally, a factor analysis was conducted so that the activities could be related to the Perkins III areas in readily understandable terms. Six clusters, or themes, resulted from the factor analysis. These are: (1) Curriculum/Instruction; (2) Work-Based Learning; (3) Curriculum Modification; (4) Placement/Follow-up; (5) External Committees, and (6) Community Involvement.

## **RESULTS**

The analysis for this study was structured to produce frequencies and percentages for each item included on the questionnaire. The analysis also provided evaluations for each of the ten Perkins III Assessment Areas with frequencies and percentages which were also produced for the six themes or factors. These results are presented in Appendices B, C, and D, respectively.

### Activity Implementation - - Questionnaire Items

An examination of the results presented in Appendix B reveals that many of the activities presented on the questionnaire are currently being used in approximately half of the schools in Arizona. Some respondents indicated that they were implementing the activities but needed assistance to more completely accomplish the activity. An additional number of respondents indicated the desire to include these activities in the future and presumably will need assistance in implementing the activities. Encouragingly, a relatively small percentage of respondents indicated no interest, now or in the future, for including most activities.

The results gleaned from the Activity Implementation (Appendix B) are probably best evaluated by combining the data found in the columns listed as “Assistance Needed” and “Plan To Implement.” When viewed in this manner almost half the schools need assistance in implementing the activities included on the questionnaire. The Activity Implementation analysis is presented below and the data appears in Appendices C and D. The data from the survey provide substantial information to be used by decision makers in formulating policies and in guiding assessments of progress in meeting the

requirements of Perkins III. It is apparent from the results that the general focus of Perkins III is consonant with the activities occurring in Arizona schools.

Of particular interest in the Activity Implementation results is the number of respondents who indicated they had no plans to implement follow-up studies with the military and employers. It should be noted that forty percent of the respondents are conducting follow up studies. But, nearly forty percent of the respondents, nearly fourteen percent indicated no interest in following up youth that have matriculated to the military. Likewise, over eight percent indicated little or no interest in conducting follow up studies of their graduates with employers.

#### Perkins III Assessment Areas

The ten Perkins III Assessment Areas (Appendix C) were combined to obtain an overall percentage of implementation in the Arizona public schools. When viewed as a composite evaluation, 43% of the respondents indicate the Perkins III Assessment Areas are currently being done, and half (50.2%) indicate assistance is needed. In the Assessment Area of VTE Student Attainment of Vocational Competencies 49.1% report assistance is needed with either the current program or in developing a plan to implement a program. This is determined by adding the results in the column “Assistance Needed” and “Plan To Implement.” Nearly half (48.3%) indicate assistance is needed in the area of Integrating Academic, Vocational, and Technical Education. These results suggest Arizona schools need additional effort to meet the standards set forth by the Perkins III Act. Over 50% of respondents report needing assistance to supply students with experiences to understand all aspects of industry and with education that leads to non-traditional training and employment.

Placement, Retention, and Completion of Postsecondary Education or Training also may need to be emphasized. Forty-two percent of respondents indicate assistance is needed, and 9.4% report there is no plan to implement Placement activities now or in the foreseeable future. Another area of focus is Establishing a Coherent Sequence of Courses. Although 48.8% of respondents report this area has been implemented, 47.2% indicate a need for consultation in this area. In summary, the results indicate that, in order to fully implement Perkins III, efforts need to be focused in the following areas: VTE Student Attainment of Vocational Competencies; Integrating Academic, Vocational, and Technical Education; and Placement, Retention, and Completion of Postsecondary Education or Training.

#### Theme Implementation

As mentioned earlier the activities from the questionnaire were grouped using a factor analysis to aid in the interpretation of results. Six factors or themes emerged. Using the themes provides a cluster of common activities for focus and are readily comprehensible. Each theme and the attendant activity items is presented in Appendix F. The table in Appendix D indicates that respondents indicated four themes with forty or more percent of the respondents having in place activities covered by these themes. Two themes, Curriculum Modification and Community Involvement had only thirty or more percent of the respondents indicating that the activities in these themes were currently in place. When these two themes are viewed from the perspective of assistance needed, Curriculum Modification reveals a need for assistance with fifty-nine percent of the respondents needing assistance. Surprisingly, nearly twelve per cent indicated no plans to implement Curriculum Modification.

Similarly, Community Involvement revealed nearly fifty four percent of the respondents indicating the need for assistance. With only eight percent indicating no plans to implement.

The data indicates that many schools are currently utilizing External Committees and conducting Placement Follow-up in their school programs (50.3% and 47.9%, respectively).

Looking at the combined evaluation areas that indicate assistance needed, the data indicate assistance is needed in Curriculum and Instruction (50.7%), Community Involvement (53.7%), and Curriculum Modification (58.5%). Results also reveal that Curriculum Modification and Work-Based Learning are areas the schools plan to implement in the future, if they are not already in place (26.8% and 21.7%, respectively). The largest percentage of respondents to report no plan to implement a Perkins III Assessment Area fell under Curriculum Modification (11.6%).

Following is a pictorial representation of each theme. This portrayal provides a visual representation of the results of each theme and allows for the quick interpretation of the results. For example, examining the graph for Curriculum Modification, it is apparent that nearly thirty percent of the respondents indicated activities in the theme are in place. Thirty-two percent of the respondents indicated they are conducting activities in this theme but need assistance and 26.8% of the respondents indicated a plan to implement but also presumably need assistance. When the two response categories emphasizing need for assistance are combined, the impact of need for assistance in Curriculum Modification is clearly demonstrated. In this case, 31.67% indicate assistance needed and 26.80% indicating planning to implement and assistance is presumed.

Chart One

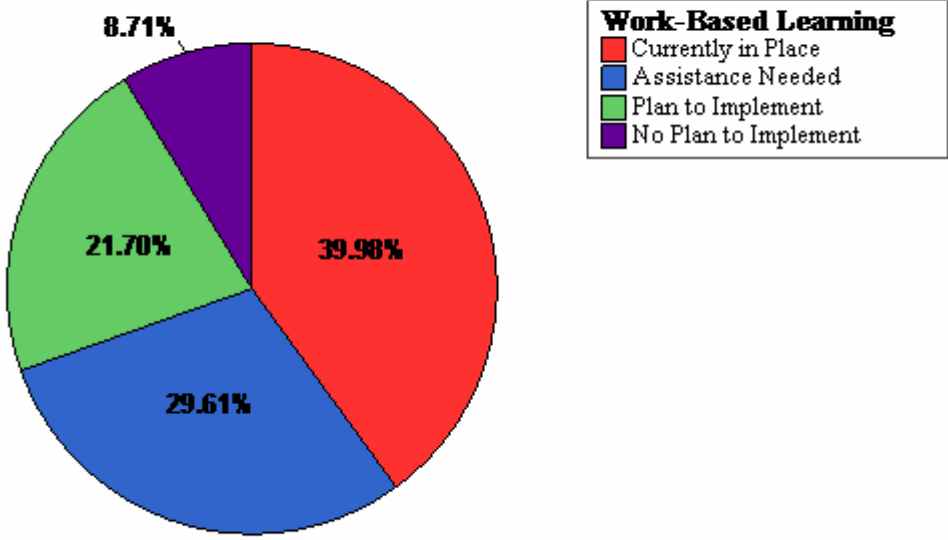
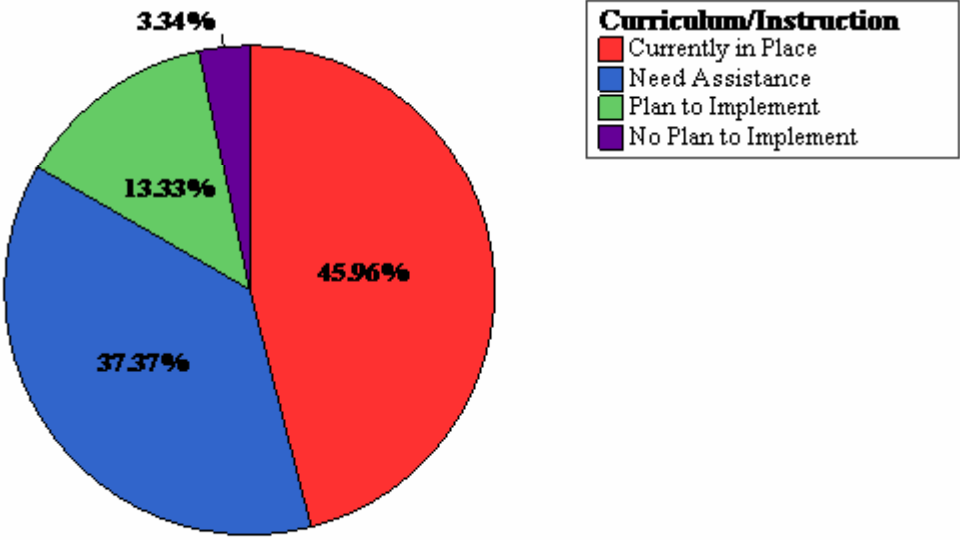


Chart Two

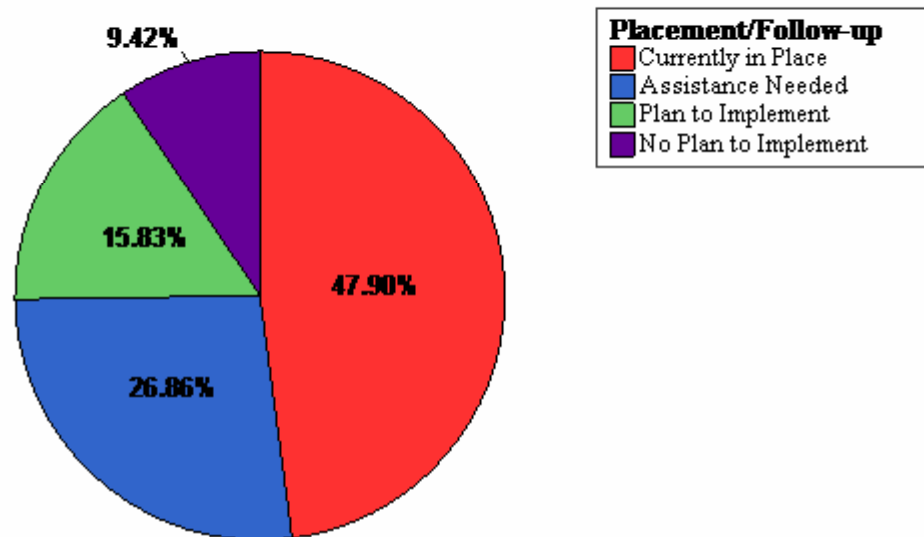
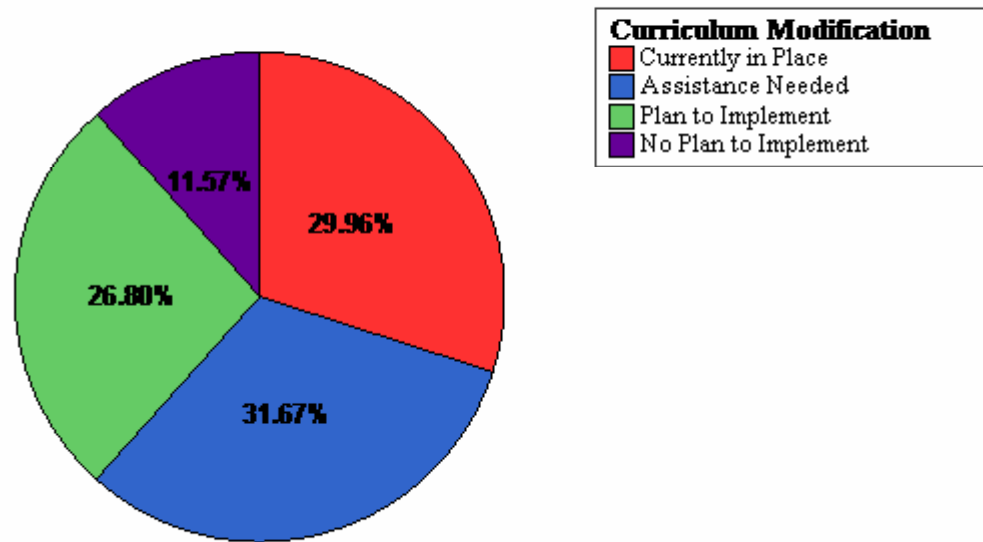
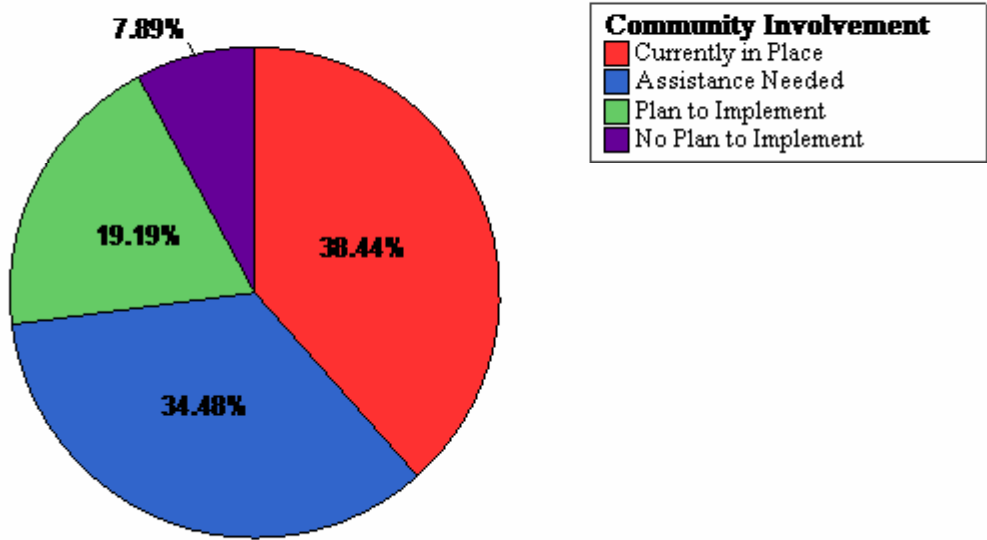
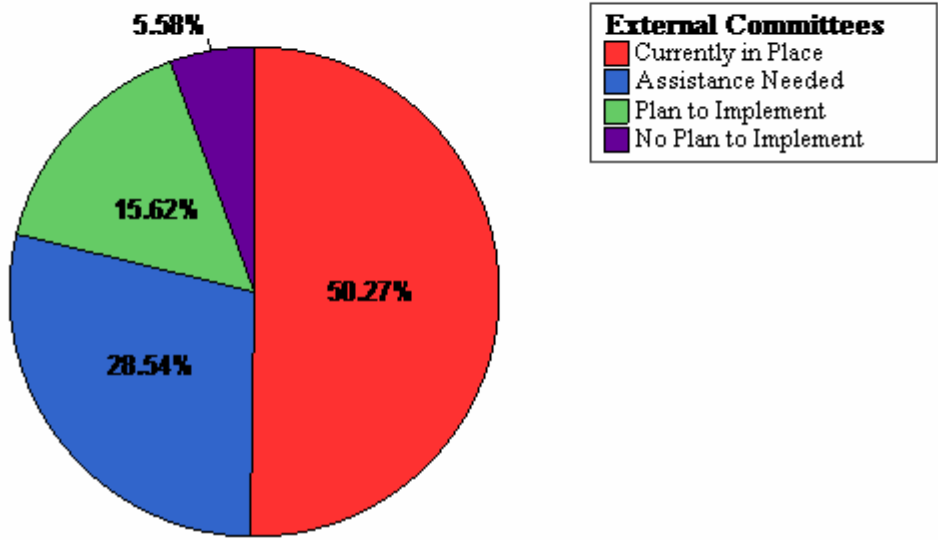


Chart Three



## **DISCUSSION**

This needs assessment was conducted to determine the level of compliance with the ten Assessment Areas delineated in the Perkins III Act. Many respondents indicated the mandates within Perkins III are in place and are being implemented in the Arizona Schools. However, a smaller, but substantial, percentage of respondents indicated a need for assistance with implementation. Within the group of respondents asserting a need for assistance some are only now planning to implement activities in the Assessment Areas. These schools will need assistance.

A significant proportion of respondents indicated that some areas of Perkins III are not in place, but there is a plan to implement them. This suggests that many Arizona schools will be addressing activities within the Assessment Areas and will need assistance. Schools who have not implemented activities covered in the Assessment Areas will have the greatest need for consultation in planning and developing. Specifically, schools will require the most service in the theme areas of Community Involvement, Curriculum and Instruction, Curriculum Modification and Work-Based Learning.

A specific item on the Needs Assessment Survey addresses Comprehensive, Competency Based Guidance (CCBG). CCBG is conceptualized as a way for schools to develop career, academic and personal/social competencies as a part of a student's curriculum. Results indicate that most respondents feel CCBG is in place, but a significant number indicate support is needed or the program is not yet in place (see variable 10 in Appendix C). This finding suggests that funding for development of this program may be beneficial to youth in Arizona schools.

It is clear the Arizona public schools have been addressing many of the ten Perkins Assessment Areas. But, the extent of incorporating activities sufficient to indicate a high degree of accomplishment remains problematic. Most schools are currently conducting some activities in each Assessment Area but need assistance to further their development. Of concern is the degree of integration of academic studies and vocational curricula. This is bed rock to Perkins III and is a need cited by nearly half of the respondents. The results further indicate that continued attention must be given to specifying the Vocational Competencies and the attainment of these competencies. Further, placement and retention are in need of continuing monitoring so that this Assessment Area can be fully realized. The results of this study can be used to provide information that can be used in planning and evaluation of the effects of the efforts at meeting the Perkins III requirements. The data can also be useful in developing a state plan

## APPENDIX A

### 1998 Perkins Assessment Areas

1. Attainment of established academic standards (SOL) for students completing a coherent sequence of vocational and technical education courses. (113,b,2,A,i)
2. Attainment of established vocational competencies for students completing a coherent sequence of vocational and technical education courses. (113,b,2,A,i)
3. Establishing coherent sequences of courses of study leading to both academic and occupational competence. (135,b,1) (202,a,3,d) (202,3,D)
4. Integrating academic and vocational and technical education. (135,b,1) (124,b,4) (202,3,B)
5. Providing students with experiences in and understanding of all aspects of an industry. (122,c,5)
6. Student participation in and completion of vocational and technical education programs that lead to **non-traditional** training and employment.\* (113,b,2,A,iv) (134,b,9)
7. Linkages between secondary and postsecondary education. (122,c,19) (135,b,8)
8. Placement in, retention in, and completion of postsecondary education or advanced training; placement in military service; or placement or retention in employment. (113,b,2,A,iii)
9. Initiate, improve, expand, and modernize vocational and technical education programs, which may include high technology and telecommunication fields, to ensure quality and relevance. (122,c,1,A and D) (135,b,3,A)
10. Develop, improve, and/or expand the use of technology, which may include distance learning, in vocational and technical education programs. (135,b,3,A)

**\*Definition of Non-traditional:** Occupations or field of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

## Appendix B. ACTIVITY IMPLEMENTATION BY ALL RESPONDENTS

Questionnaire Item	Currently In Place		Assistance Needed		Plan to Implement		No Plan to Implement		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
1	299	38.9	332	43.2	106	13.8	32	4.2	769	100.0
2	356	44.1	317	39.2	108	13.4	27	3.3	808	100.0
3	386	46.9	319	38.8	101	12.3	17	2.1	823	100.0
4	334	44.7	257	34.4	88	11.8	68	9.1	747	100.0
5	230	27.5	426	51.0	150	17.9	30	3.6	836	100.0
6	447	53.7	300	36.0	64	7.7	22	2.6	833	100.0
7	564	71.7	132	16.6	74	9.3	23	2.9	793	100.0
8	475	58.1	254	31.1	70	8.6	19	2.3	818	100.0
9	259	31.7	220	26.9	201	24.6	137	16.8	817	100.0
10	287	37.7	273	35.8	152	19.9	50	6.6	762	100.0
11	286	35.1	349	42.8	142	17.4	38	4.7	815	100.0
12	463	56.5	183	22.3	114	13.9	59	7.2	819	100.0
13	196	24.7	251	31.6	285	35.8	63	7.9	795	100.0
14	362	44.0	236	28.7	159	19.3	66	8.0	823	100.0
15	234	31.1	219	29.1	225	29.9	74	9.8	752	100.0
16	328	39.9	298	36.2	151	18.3	46	5.6	823	100.0
17	417	50.8	266	32.4	91	11.1	47	5.7	821	100.0
18	412	51.2	234	29.1	107	13.3	51	6.3	804	100.0
19	413	51.8	201	25.2	118	14.8	66	8.3	798	100.0
20	304	40.3	198	26.2	148	19.6	105	13.9	755	100.0
21	382	45.6	311	37.2	121	14.5	23	2.7	837	100.0
22	343	41.5	244	29.5	171	20.7	68	8.2	826	100.0
23	322	39.2	311	37.9	138	16.8	50	6.1	821	100.0
24	339	41.4	314	38.4	125	15.3	40	4.9	818	100.0
25	421	51.2	249	30.3	116	14.1	37	4.5	823	100.0
26	426	52.2	218	26.7	127	15.6	45	5.5	816	100.0
27	379	47.4	229	28.6	138	17.3	54	6.8	800	100.0
28	238	29.5	252	31.2	214	26.5	104	12.9	808	100.0
29	247	30.8	259	32.3	211	26.3	85	10.6	802	100.0
30	235	29.6	250	31.5	219	27.6	89	11.2	793	100.0
31	248	31.3	254	32.1	191	24.1	99	12.5	792	100.0

## Appendix C. PERKINS III ASSESSMENT AREA IMPLEMENTATION

Assessment Area	<i>Currently in Place</i>		Assistance Needed		Plan to Implement		No Plan to Implement		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
1. VTE Student Attainment of Academic Standards	1130	47.2	903	37.7	284	11.9	78	3.3	2395	100.0
2. VTE Student Attainment of Vocational Competencies	1160	48.1	905	37.6	277	11.5	68	2.8	2410	100.0
3. Establishing Coherent Sequence of Courses	3131	48.8	2223	34.6	807	12.6	258	4.0	6419	100.0
4. Integrating Academic, Vocational, and Technical Education	2550	45.7	1841	33.0	854	15.3	339	6.1	5584	100.0
5. Experiences for Students to Understand All Aspects of Industry	4617	38.2	4066	33.7	2436	20.2	960	7.9	12079	100.0
6. Student Education Leads to Non-Traditional Training and Employment	2871	39.9	2218	30.8	1478	20.5	634	8.8	7201	100.0
7. Linkages Between Secondary and Postsecondary Education	941	39.3	998	41.7	356	14.9	97	4.1	2392	100.0
8. Placement, Retention, and Completion of Postsecondary education or training	1129	47.9	633	26.9	373	15.8	222	9.4	2357	100.0
9. Modernization of vocational and technical programs	5745	44.7	3978	30.9	2216	17.2	925	7.2	12864	100.0
10. Develop, improve, and expand use of technology in VTE	1381	42.7	1123	34.8	518	16.0	209	6.5	3231	100.0
<b>TOTALS</b>	24655	43.3	18888	33.3	9599	16.9	3790	6.7	56932	100.0

**Appendix. D. THEME IMPLEMENTATION BY ALL RESPONDENTS**

Theme	Currently in Place		Assistance Needed		Plan to Implement		No Plan to Implement		Total	
	Count	%	Count	%	Count	%	Count	%	Count	%
<b>1. Curriculum/Instruction</b>	4098	46.0	3332	37.4	1189	13.3	298	3.3	8917	100.0
<b>2. Work-Based Learning</b>	2259	40.0	1673	29.6	1226	21.7	492	8.7	5650	100.0
<b>3. Curriculum Modification</b>	720	30.0	761	31.7	644	26.8	278	11.6	2403	100.0
<b>4. Placement/Follow-up</b>	1129	47.9	633	26.9	373	15.8	222	9.4	2357	100.0
<b>5. External Committees</b>	1226	50.3	696	28.5	381	15.6	136	5.6	2439	100.0
<b>6. Community Involvement</b>	1252	38.4	1123	34.5	625	19.2	257	7.9	3257	100.0
<b>TOTALS</b>	10684	42.7	8218	32.8	4438	17.2	1683	6.7	25023	100.0

## Appendix E.

### APPENDIX E

#### *Needs Assessment Survey*

District/school affiliation: \_\_\_\_\_

District/school involvement:

- $\pi$  Vocational Teacher
- $\pi$  Advisory Committee Member
- $\pi$  Tech-Prep
- $\pi$  Vocational Director
- $\pi$  High School Superintendent

Please use the following scale to indicate the extent to which your school or district uses each activity listed below.

1. This is currently being done.
2. This is being done some, but assistance is needed to do more.
3. This is not being done currently, but there is interest to implement this in the next five years.
- 4. This is not being done currently and there is no interest in doing this now or in the foreseeable future.**

ACTIVITIES	1	2	3	4
1. Academic courses have been modified to include contextual applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Secondary/postsecondary articulation agreements have been arranged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Curriculum has been modified to meet industry standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. VSO activities has been integrated into the instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. State-of-the-art equipment/laboratories are available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Support services have been modified for special populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. All programs are evaluated at least every three years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Coherent sequence of vocational and technical education careers for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. School-based enterprises, i.e. student-run businesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Comprehensive Competency Based Guidance (CCBG) has been implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Career Pathways concepts and program has been implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Cooperative education has been implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Mentorships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Students contribute time/service to a community project but no pay is involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Service Learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVITIES	1	2	3	4
16. Internships/Job Shadowing have been implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Entrepreneurship is taught in some facet of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Placement studies of students have been conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Follow up studies of graduates have been conducted with employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Follow up studies of graduates serving in the military have been conducted with employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21. Inservice activities designed to use technology in instruction are provided to teachers.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Internships/job shadowing is provided to teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>23. Business/industry have been involved in updating the curriculum.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Partnerships between education and business/industry have been established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Program advisory committees have been established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Advisory councils have been established.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Program evaluation committee(s) has been used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Parents have been involved in modifying curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Students have been involved in modifying curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Special populations (students or parents) have been involved in modifying curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Students participate in local service organizations, e.g. Rotary Club.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please return the survey in the self-addressed envelope provided by February 5, 1999. No postage is required. Thank you for your participation.

Vocational Education  
Arizona State University  
PO Box 873111  
Tempe, AZ 85287-3111

## **APPEXDIX F.**

### **Factor Analyzed Activity Themes**

#### Curriculum/Instruction

1. Academic courses have been modified to include contextual applications.
2. Secondary/postsecondary articulation agreements have been arranged.
3. Curriculum has been modified to meet industry standards.
4. VSO activities has been integrated into the instructional program.
5. State of the art equipment/laboratories are available.
6. Support services have been modified for special populations.
7. All programs are evaluated at least every three years.
8. Coherent sequence of vocational and technical education careers for students.
10. Comprehensive Competency Based Guidance (CCBG) has been implemented.
11. Career Pathways concepts and program has been implemented.
21. Inservice activities designed to use technology in instruction are provided to teachers.

#### Work-Based Learning

9. Enterpreneurship is taught in some facet of the curriculum.
12. Cooperative education has been implemented.
13. Mentorships.
14. Students contribute time/service to a community project but no pay is involved.
15. Service Learning.
16. Internships/Job Shadowing have been implemented.
17. School-based enterprises; i.e. student run businesses.

#### Curriculum Modification

28. Parents have been involved in modifying curriculum.
29. Students have been involved in modifying curriculum.
30. Special populations (students or parents) have been involved in modifying curriculum.

#### Placement/Follow-up

18. Placement studies of students have been conducted.
19. Follow up studies of graduates have been conducted with employers.
20. Follow up studies of graduates serving in the military have been conducted.

### External Committees

- 25. Program advisory committees have been established.
- 26. Advisory councils have been established.
- 27. Program evaluation committee(s) have been used.

### Community Involvement

- 21. Internships/job shadowing is provided to teachers.
- 22. business/industry have been involved in updating the curriculum.
- 23. Partnerships between education and business/industry have been established.
- 31. Students participate in local service organizations, e.g., Rotary Club.

## **Appendix N. Comprehensive Competency-Based Guidance (CCBG)**

Comprehensive Competency-Based Guidance (CCBG) is a statewide effort to establish guidance services as an integral part of a school/district's total educational program. CCBG is organized and implemented by school counselors with the support of teachers, parents, administrators, and community partners. Emphasis is placed on academic and vocational achievement, career decision making, and personal and social development at all grade levels.

At the elementary level, CCBG helps students master attitudes and skills necessary for success such as decision making and explore educational possibilities, interpersonal communication, and self-concept development.

In middle/junior high school, CCBG focuses on helping students consider life beyond high school by developing a career plan that covers graduation requirements and takes into account their interests and career goals.

In high school, CCBG assists students to become responsible adults who can develop realistic life plans based on a clear understanding of themselves and their needs, abilities interests, and skills. The career plan is reviewed and updated in accordance with their post-graduation goals.

With the emphasis on the school-to-work and the career pathways system, schools are being encouraged to upgrade their counseling programs. The role of the counselor in the 90s is to help students define goals and develop a program of study which integrates both academic and vocational courses, work-based learning experiences, career guidance, and extra-curricular activities. The role of the teacher is to support this model by relating the subject area to careers, helping students with their career development, and creating a meaningful advisement and support system for students.

Guidance programs must help all students develop skills that prepare them for work and lifelong learning. Such skills include the ability to find and use career information, identify a career pathway, apply decision-making skills to career selections, and to develop attitudes and skills to be successful in the workplace. With the increased emphasis on non-baccalaureate degree programs, counselors who traditionally have been involved in preparing students for college and 4-year degree programs must now provide students with better information about postsecondary options such as tech-prep and youth apprenticeship.

## Appendix O. Selection Criteria and Process for Updating Curriculum

CRITERIA	MAXIMUM POINT VALUE
1. Priority Program list position .....	5
2. Number programs reported previous year	6
3. Date curriculum developed/revised.....	<u>3</u>
Total number points available	14

### Process Elements

- The 1999 Priority Program list is divided in 5ths:  
Rank 1- 9 = 5 points  
Rank 10-18 = 4 points  
Rank 28-35 = 2 points  
Rank 36-43 = 1 point  
Rank 19-27 = 3 points
- MIS will provide a list showing the number of funded vocational technical education ( Level III) programs in Arizona. Point values are:  
1 to 25 programs = 1 point  
25 to 50 programs = 2 points  
50 to 75 programs = 3 points  
75 to 100 programs = 4 points  
100 to 125 programs = 5 points  
125 to 150 programs = 6 points
- Data curriculum developed or revised. Point values are:  
1994 curriculum = 3 points  
1995 curriculum = 2 points  
1996 curriculum = 1 point

Note: The state specialists responsible for curriculum will conduct the process review with the management team and report the outcome.

## **Appendix P. Process for Establishing New Curriculum**

1. New programs are identified.
2. If the appropriate supervisor determines the program is feasible, given the items listed in number four below, an occupational domain is researched, identified and selected which then identifies the OIS and OES codes.
3. Projected employment, average annual openings, wage data, and so forth are obtained using the codes from the Arizona Occupational Information System.
4. The appropriate state specialist reviews the need for a program taking into consideration the following minimum criteria:
  - Number of existing programs
  - Number of requests for such a program by schools
  - Practicality of the program at the high school level
  - Cost of implementing the program
  - Availability of teacher preparation program
  - Availability of certified instructors
  - Community College connections
  - Certifications required
5. Data from the state supervisor and the Arizona Occupational Information System are analyzed, summarized by the state specialist responsible for the program and presented to the management team for discussion and any further action.
6. If the Vocational Technical Education management team determines a new curriculum is to be developed, the Curriculum Development Procedures and Guidelines will be followed to complete the task.

## Appendix Q. Criteria and Process for Continuing/Discontinuing Curriculum

CRITERIA	MAXIMUM POINT VALUE
1. Employment demand data.....	3
2. Salaries.....	3
3. Priority Program list position.....	2
4. Number programs reported previous year.....	6
5. Number students in funded program statewide.....	5
6. Implications.....	3
7. Placement.....	<u>6</u>
Total	28*

### PROCESS ELEMENTS

1. Arizona Occupational Information System employment demand data:

High = 3 points  
Moderate = 2 points  
Low = 1 point

2. Arizona Occupational Information System salaries:

High = 3 points  
Moderate = 2 points  
Low = 1 point

3. Position on 1999 Priority Program list:

Rank 1-20 = 2 points  
Rank 21-43 = 1 point

\*The higher the total score the better the possibilities are for continuation of the curriculum.

## PROCESS ELEMENTS (continued)

4. MIS will supply the number of funded programs statewide in previous year. Point values are:

1 to 25 programs	=	1 point
25 to 50 programs	=	2 points
50 to 75 programs	=	3 points
75 to 100 programs	=	4 points
100 to 125 programs	=	5 points
125 to 150 programs	=	6 points

5. MIS will supply the number of students by vocational technical education (Level III) programs statewide. Point values are:

1 to 25 students	=	1 point
25 to 50 students	=	2 points
50 to 100 students	=	3 points
100 to 200 students	=	4 points
200 to 400 students	=	5 points

6. Implication of discontinuance:

High	=	3 points
Moderate	=	2 points
Low	=	1 point

7. Number of placements:

500 or more	=	6 points
300 to 499	=	5 points
100 to 299	=	4 points
50 to 99	=	3 points
25 to 49	=	2 points
1 to 24	=	1 point

## **Appendix R. Governor's Strategic Partnership for Economic Development (GSPED)**

*Clusters develop over time and often stem from existing companies, local demand for products and services, and economic foundations.*

*Foundations-a critical element of the cluster concept-provide the support and infrastructure that allow export industries and their value-chain companies to flourish. They are the building blocks of the community-the more solid they are, the easier it is to create and maintain a healthy economic environment. Foundations help clusters become more competitive and as a result, businesses within clusters grow, creating wealth for the community through new jobs, taxes, purchases, volunteers and contributions. Community reinvestment in its foundations helps clusters to become even more competitive, sustaining a healthy and thriving economic cycle.*

*When export industries, their value-chain companies, and foundations employ a cluster strategy, they become “an extended business family that pools the resources and benefits of their shared location.” Such strategic alliances bring diverse strengths to bear on shared goals and ultimately benefit businesses, communities, and the economy. An executive in Tucson credits the cluster strategy with linking 170 small optics and other high-tech firms in Arizona into a network that functions with the strength of a multinational corporation.”*

*In Arizona, there are currently 11 unique GSPED industry clusters that are all supported by seven foundations. The clusters are organized around 11 export industries that give the clusters their names. These are:*

**Bioindustry:** *Businesses that create and provide products and services that characterize life science activities (excluding health care delivery) such as medical devices, pharmaceuticals, research and testing.*

**Environmental Technology:** *Businesses that create and provide products and services that utilize technology to (a) monitor eliminate, control, treat, and prevent pollution and (b) conserve and restore natural resources.*

**Food, Fiber & Natural Products:** *Businesses that grow, process and distribute plant and animal products including edible crops, wine, cotton, livestock, processed foods and forestry products.*

**High Technology:** *Businesses that produce products and systems for commercial aeronautics, space markets and the military. Industries include aircraft and aircraft parts, aerospace instruments, missile systems, defense communications and detection systems materials and component suppliers to other manufacturers. Also includes computer industries, semiconductors, electronic equipment industries and telecommunications.*

**Minerals and Mining:** *Businesses that develop, process and supply natural mineral resources and energy.*

**Optics:** *Businesses that develop optical science and engineering applications for the health, space, military, manufacturing and environmental science industries.*

**Plastics and Advanced Composite Materials:** *Businesses that manufacture, process and/or supply the following: color and additive concentrates; compounds; reinforced plastics/composites; degradable polymers; compostable polymers; epoxy resin formulators; fluoropolymers; foamed polystyrene; injection, compression, blow, rotational, or other transfer molding processes; moldmakers; naphthalate polymers or monomers; organic peroxides; phenolic resins and/or phenolic molding compounds. Also included are equipment manufacturers as well as companies that supply such raw materials as graphite, resin, alloys and fiberglass.*

**Senior Living:** *Businesses that provide medical, finance, legal, real estate and accounting services for retirees. Focused on helping communities establish retirement development strategies.*

**Software:** *Businesses that develop, market or distribute software products for business, scientific, and personal use. Includes products that work on a wide variety of hardware platforms, including consumer electronics, personal computers, workstation, minicomputers and mainframe computers.*

**Tourism:** *Businesses that create and provide recreational and visitor facilities and services built around Arizona's natural beauty. Includes cultural, historical and natural attractions; amusement parks, eating/drinking establishment, lodging and resort facilities; film production, entertainment services, sports and recreational attractions; and traveler and transportation services.*

**Transportation and Distribution:** *Businesses that create and provide physical infrastructure, capital goods and services needed to carry passengers and deliver products locally, regionally and globally via air, rail, roadway and pipeline.*

**Arizona's seven foundations are:**

**Capital:** *The money necessary for new businesses to form and existing businesses to grow and expand.*

**Human Resources:** *The quality workforce that meets the managerial, technical, administrative, professional, entrepreneurial, entry-level and labor needs of the economy together with the system that develops it.*

**Information and Communication Infrastructure:** *The computers, databases, networks, software, and facilities management that allow transmission of voice, image, and data worldwide.*

**Physical Infrastructure:** *The fundamental public facilities such as roads and mass transit, water and sewage systems, airports and railways, and power and phone lines which transform raw land into a quality place to live and do business.*

**Quality of Life:** *The opportunity for an individual to prosper physically, professionally, financially, intellectually and socially in a clean, safe and attractive environment.*

**Tax and Regulation:** *The financial and operational business climate established within the state by the direct action of the government.*

**Technology:** *The basic research innovations and tools that lead to new products, services and methods of production.*

**Taken from Arizona's Workforce Development System Comprehensive Plan Final Working Draft, January 1999.**

# **ARIZONA DEPARTMENT OF EDUCATION**

## **MASTER LIST PROGRAM: ACADEMIC ASSISTANCE**

### **MASTER LIST SUBPROGRAMS**

EARLY CHILDHOOD PROGRAMS  
MIGRANT CHILDREN EDUCATION  
INDIAN EDUCATION  
HOMELESS EDUCATION  
ENGLISH ACQUISITION SERVICES  
SPECIAL EDUCATION – PROGRAM DEVELOPMENT  
SPECIAL EDUCATION – ASSISTANCE TO SCHOOLS  
LEA GRANTS & SCHOOL IMPROVEMENTS  
GIFTED EDUCATION  
SCHOOL TO WORK – VOCATIONAL TECHNICAL EDUCATION  
WORKFORCE DEVELOPMENT  
ADULT EDUCATION: ADULT BASIC EDUCATION  
FAMILY LITERACY

## Appendix T. Workforce Investment Act Plan

Form A  
Page One

### Certification of a Local Workforce Investment Area Board [to meet Section 117(b)(2) of the Workforce Investment Act of 1998]

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(Name of Local Workforce Investment Act Area)

Please check ( ) each of the following.

#### Mandatory Composition

\_\_\_\_\_ (i) I/We hereby certify that at least **50% plus one person** of the attached roster of proposed Local Workforce Investment Board members:

- (I) are owners of businesses, chief executives or operating officers of businesses, and other business executives or employers with optimum policy-making or hiring authority;
- (II) represent businesses with employment opportunities that reflect the employment opportunities of the Local Workforce Investment Act Area; and
- (III) have been appointed from among individuals nominated by local business organizations and business trade associations.

\_\_\_\_\_ (ii) I/We hereby certify that the attached roster of proposed Local Workforce Investment Boards members includes **two or more** representatives of local educational entities that may include representatives of local education agencies, local school boards, entities providing adult education and literacy activities, and postsecondary educational institutions (including representatives of community colleges, where such entities exist) who:

- (I) are chief administrative officers of the entities or agencies or their designees; and
- (II) are selected from among individuals nominated by regional or local educational agencies, institutions, or organizations representing such local educational entities.

Note: The Workforce Investment Act; Interim Final Rule [20 CFR Part 661, Subpart C (3)] specifies that “special consideration be given to including representatives of community colleges in the selection of members representing local educational entities....” If a community college representative is **not** on your roster, please provide in writing an explanation of why such an appointment was not made.

\_\_\_\_\_ (iii) I/We hereby certify that the attached roster of proposed Local Workforce Investment Board members includes **two or more** representatives of labor organizations (for a local area in which employees are represented by labor organizations), nominated by local labor federations, or (for a local area in which no employees are represented by such organizations), other representatives of employees.

- \_\_\_\_\_ (iv) I/We hereby certify that the attached roster of proposed Local Workforce Investment Board members includes **two or more** representatives of community-based organizations (including organizations representing individuals with disabilities and veterans, for a local area in which such organizations are present).

Note: The Workforce Investment Act; Interim Final Rule [20 CFR Part 661, Subpart C (3)] specifies that “special consideration be given to including representatives of organizations representing individuals with disabilities and veterans, in selection of members representing community-based organizations.” If representatives for individuals with disabilities and veterans are **not** on your roster, please provide in writing an explanation of why such appointments were not made.

- \_\_\_\_\_ (v) I/We hereby certify that the attached roster of proposed Local Workforce Investment Board members includes **two or more** representatives of economic development agencies, including private sector economic development entities.

Note: The Workforce Investment Act; Interim Final Rule [20 CFR Part 661, Subpart C (3)] specifies that “special consideration be given to including representatives of private sector economic development entities in selecting representatives of economic development agencies. If a representative of a private sector economic development entity is **not** on your roster, please provide in writing an explanation of why such an appointment was not made.

- \_\_\_\_\_ (vi) I/We hereby certify that one-stop partners [as delineated in Section 121 (b)(1)(B) of the ACT] are included on the attached roster who represent the following programs/activities:

- (1) Programs authorized under Title I of the Workforce Investment Act of 1998 serving adults;
- (2) Programs authorized under Title I of the Workforce Investment Act of 1998 serving dislocated workers;
- (3) Programs authorized under Title I of the Workforce Investment Act of 1998 serving youth;
- (4) Job Corps;
- (5) Native American programs;
- (6) Migrant and seasonal farmworker programs;
- (7) Veterans’ workforce programs;
- (8) Programs authorized under the Wagner-Peyser Act;
- (9) Adult education and literacy activities authorized under Title II of the Workforce Investment Act of 1998;
- (10) Vocational rehabilitation programs;
- (11) Welfare-to-work programs;

- (12) Senior community service employment activities;
- (13) Postsecondary vocational education activities;
- (14) Trade Adjustment Assistance and NAFTA Transitional Adjustment Assistance activities;
- (15) Activities authorized under chapter 41 of title 38, U.S.C. (local veterans' employment representatives and disabled veterans outreach programs);
- (16) Employment and training activities carried out under the Community Services Block Grant;
- (17) Employment and training activities carried out by the Department of Housing and Urban Development; and
- (18) Programs authorized under State unemployment compensation laws.

### Optional Members

Please check (✓) the appropriate response for items I and II.

(I) I/We as the chief elected official(s) in the Local Workforce Investment Area—

\_\_\_\_ have  
\_\_\_\_ have not

appointed other individuals or representatives of entities that were determined to be appropriate.

(II) I/We, as the chief elected official(s) in the Local Workforce Investment Area—

\_\_\_\_ have  
\_\_\_\_ have not

included other individuals as one-stop partners [as delineated in Section 121(b)(2)(B) of the Act] who represent the following programs/activities (check all that apply):

- \_\_\_\_ TANF programs;
- \_\_\_\_ Employment and training programs authorized by the Food Stamp Act of 1977;
- \_\_\_\_ Work programs authorized by the Food Stamp Act of 1977;
- \_\_\_\_ Programs authorized under the National and Community Service Act of 1990;
- \_\_\_\_ Other appropriate programs including programs related to transportation and housing;
- \_\_\_\_ Other (Please specify\_\_\_\_\_)

The roster of our proposed Board is attached which specifies the name, title/position, and constituent group represented by each member. An explanation of appointees, if necessary (based on requests for information under Mandatory Composition, part ii, iv, and v), is attached to the roster.

\_\_\_\_\_  
Signature of Chief Elected Official Date

\_\_\_\_\_  
Signature of Chief Elected Official Date

# Attachment

## EXAMPLE TEMPLATE FOR SUBMISSION OF BOARD MEMBERS

Please submit board member appointees using a three-column format as follows:

Name of Board Member	Title/Position Mailing Address Phone Number Fax Number	Constituent group(s) the Member represents, i.e., 1) Business, 2) Local Educational Entity, 3) Labor, 4) Community-Based Organization, 5) Economic Development Agency/Entity, 6) One-Stop Partner (be Specific), or 7) Other (be specific)  <b>Indicate dual representation as appropriate</b>
<b>*Note: Please list all appointees in the order specified, i.e., business members first, followed by LEA appointees, Labor appointees, CBO appointees, etc.</b>		

Mr. John Doe	President/CEO ABC Manufacturing P.O. Box 001 Anywhere, AZ 00001	Business
Dr. Jane Doe	President Arizona Community College P.O. Box 002 Anywhere, AZ 00001	Local Educational Entity- Community College

**Certification of an Alternative Entity**  
**[to meet Section 117(i) of the Workforce Investment Act of 1998]**

---

(Name of Local Workforce Investment Area)

I/We propose that \_\_\_\_\_  
(name of local council, regional workforce development board, or similar entity)

be certified as an “Alternative Entity” to fulfill the functions of a Local Workforce Investment Board.

Please check (✓) each of the following.

Furthermore:

\_\_\_\_\_ (A) I/We hereby certify that the entity was established to serve the local area (or the service delivery area that most closely corresponds to the local area).

\_\_\_\_\_ (B) I/We hereby certify that the entity was authorized and in existence on or before December 31, 1997.

**Attach: Date-stamped documentation of the membership structure of the entity as it was in effect on or prior to December 31, 1997. Documentation *must* include the total number of representatives and their affiliation/constituency.**

Please note: Documentation *may* be compared to State records to verify the membership structure and operations of the entity as of December 31, 1997. As per the Workforce Investment Act; Interim Final Rule [20 CFR Part 661; Section 661.330 (b)(3)]:

“If the membership structure of an alternative entity is significantly changed after December 31, 1997, the entity will no longer be eligible to perform the functions of the Local Board. In such cases, the chief elected official(s) must establish a new Local Board that meets all of the criteria of WIA section 117 (a), (b), and (c) and (h) (1) and (2). A significant change in the membership structure does not mean the filing of a vacancy on the alternative entity, but does include any change in the organization of the alternative entity or in the categories of entities represented on the alternative entity that requires a change to the alternative entity’s charter or a similar document that defines the formal organization of the alternative entity.”

(C) I/We hereby certify that the entity:

\_\_\_\_\_ (i) is a Private Industry Council established under section 102 of the Job Training Partnership Act, as in effect on December 31, 1997; or

\_\_\_\_\_ (ii) is substantially similar to the Local Board described in Section 117 (a), (b) and (c) and (h) (1) and (2).

**If submitting for certification under Part C, item (i), attach:**

- Form B – 2 to identify which of the constituent groups required under Section 117 (b) of the Act are or are not represented on the proposed “Alternative Entity.”
- For *each* of the categories of required Local Board membership under WIA section 117 (b) which are *not* represented on the alternative entity, attach to Form B – 2 a narrative to “explain the manner in which the Local Board will ensure an ongoing role for any such group in the local workforce investment system” [The Workforce Investment Act; Interim Final Rule [20 CFR Part 661, Section 661.330]

**If submitting for certification under Part C, item (ii), attach:**

- Form B – 3 to identify which of the constituent groups required under Section 117 (b) (2) and Section (h) (2) of the Act and are or are not represented on the proposed “Alternative Entity.”
- For *each* of the categories of required Local Board membership under WIA section 117 (b) which are *not* represented on the alternative entity, attach to Form B – 3 a narrative to “explain the manner in which the Local Board will ensure an ongoing role for any such group in the local workforce investment system” [The Workforce Investment Act; Interim Final Rule [20 CFR Part 661, Section 661.330]
- A narrative to justify how the membership structure of the proposed alternative entity is considered to be “substantially similar” to a Local Board as described in the Act.

\_\_\_\_\_ (D) I/We hereby certify that the entity:

includes, at a minimum, two or more representatives of business in the local area and two or more representatives of labor organizations nominated by local labor federations or employees in the area.

The current roster of our proposed Board is attached which specifies the name, title/position, and constituent group represented by each member.

\_\_\_\_\_  
Signature of Chief Elected Official Date

\_\_\_\_\_  
Signature of Chief Elected Official Date

**Alternative Entity Board Certification Checklist**  
**[for use by a Private Industry Council as in existence on or before December 31, 1997]**

---

(Name of Local Workforce Investment Area)

**Part A**

**[In reference to Section 117(b)(2)]**

Please check (✓) which of the following constituent groups/entities were represented on the proposed alternative entity **as it was in existence on or before December 31, 1997.**

- \_\_\_\_\_ Owners of businesses, chief executives or operating officers of businesses, and other business executives or employers with optimum policy-making or hiring authority who represent businesses with employment opportunities that reflect the employment opportunities of the Local Workforce Investment Area.
- \_\_\_\_\_ Representatives of local education entities including representatives of local educational agencies, local school boards, entities providing adult education and literacy activities, and postsecondary educational institutions.
- \_\_\_\_\_ Representatives of labor organizations (for a local area in which employees are represented by labor organizations), nominated by local labor federations, or (for a local area in which no employees are represented by such organizations), other representatives of employees.
- \_\_\_\_\_ Representatives of community-based organizations (including organizations representing individuals with disabilities and veterans, for a local area in which such organizations are present).
- \_\_\_\_\_ Representatives of economic development agencies, including private sector economic development entities.

One-step partners [as delineated in Section 121 (b)(1)(B) of the Act] who represent the following programs/activities:

- \_\_\_\_\_ Programs authorized under Title I of the Workforce Investment Act of 1998 serving adults;
- \_\_\_\_\_ Programs authorized under Title I of the Workforce Investment Act of 1998 serving dislocated workers;
- \_\_\_\_\_ Job Corps;

- \_\_\_\_\_ Native American programs;
- \_\_\_\_\_ Migrant and seasonal farmworker programs;
- \_\_\_\_\_ Veterans’ workforce programs;
- \_\_\_\_\_ Programs authorized under the Wagner –Peyser Act;
- \_\_\_\_\_ Adult education and literacy activities authorized under Title II of the Workforce Investment Act of 1998;
- \_\_\_\_\_ Vocational rehabilitation programs;
- \_\_\_\_\_ Welfare-to-work programs;
- \_\_\_\_\_ Senior community service employment activities;
- \_\_\_\_\_ Postsecondary vocational education activities;
- \_\_\_\_\_ Trade Adjustment Assistance and NAFTA Transitional Adjustment Assistance activities;
- \_\_\_\_\_ Activities authorized under chapter 41 of title 38, U.S.C. (local veterans’ employment representatives and disabled veterans outreach programs);
- \_\_\_\_\_ Employment and training activities carried out under the Community Services Block Grant;
- \_\_\_\_\_ Employment and training activities carried out by the Department of Housing and Urban Development; and
- \_\_\_\_\_ Programs authorized under State unemployment compensation laws.

## **PART B**

For *each* of the categories above which were *not* represented on the alternative entity as of December 31, 1997, attach this form a narrative to “explain the manner in which the Local Board will ensure an ongoing role for any such group in the local workforce investment system” [The Workforce Investment Act; Interim Final Rule [20 CFR Part 661, Section 661.330].

**Letters of support from *each* group/entity not represented on the proposed Board *must* accompany the request for certification. The State reserves the option to contact local representatives of various constituent groups to verify their support for the proposed alternative entity.**

**Alternative Entity Board Certification Checklist**  
**[for use by a proposed alternative entity other than a Private Industry Council**  
**as in existence on or before December 31, 1997]**

---

(Name of Local Workforce Investment Area)

**Part A**

**[In reference to Section 117(b)(2)]**

Please check (✓) which of the following constituent groups/entities were represented on the proposed alternative entity **as it was in existence on or before December 31, 1997**.

- \_\_\_\_\_ Owners of businesses, chief executives or operating officers of businesses, and other business executives or employers with optimum policy-making or hiring authority who represent businesses with employment opportunities that reflect the employment opportunities of the Local Workforce Investment Area.
- \_\_\_\_\_ Representatives of local educational entities including representatives of local educational agencies, local school boards, entities providing adult education and literacy activities, and postsecondary educational institutions.
- \_\_\_\_\_ Representatives of labor organizations (for local area in which employees are represented by labor organizations), nominated by local labor federations, or (for a local area in which no employees are represented by such organizations), other representatives of employees.
- \_\_\_\_\_ Representatives of community-based organizations (including organizations representing individuals with disabilities and veterans, for a local area in which such organizations are present)
- \_\_\_\_\_ Representatives of economic development agencies, including private sector economic development entities.

One-stop partners [as delineated in Section 121 (b)(1)(B) of the Act] who represent the following programs/activities:

- \_\_\_\_\_ Programs authorized under Title I of the Workforce Investment Act of 1998 serving adults;
- \_\_\_\_\_ Programs authorized under Title I of the Workforce Investment Act of 1998 serving dislocated workers;
- \_\_\_\_\_ Job Corps;
- \_\_\_\_\_ Native American programs;
- \_\_\_\_\_ Migrant and seasonal farmworker programs;

- \_\_\_\_\_ Veterans’ workforce programs;
- \_\_\_\_\_ Programs authorized under the Wagner –Peyser Act;
- \_\_\_\_\_ Adult education and literacy activities authorized under Title II of the Workforce Investment Act of 1998;
- \_\_\_\_\_ Vocational rehabilitation programs;
- \_\_\_\_\_ Welfare-to-work programs;
- \_\_\_\_\_ Senior community service employment activities;
- \_\_\_\_\_ Postsecondary vocational education activities;
- \_\_\_\_\_ Trade Adjustment Assistance and NAFTA Transitional Adjustment Assistance activities;
- \_\_\_\_\_ Activities authorized under chapter 41 of title 38, U.S.C. (local veterans’ employment representatives and disabled veterans outreach programs);
- \_\_\_\_\_ Employment and training activities carried out under the Community Services Block Grant;
- \_\_\_\_\_ Employment and training activities carried out by the Department of Housing and Urban Development; and
- \_\_\_\_\_ Programs authorized under State unemployment compensation laws.

**[In reference to Section 117(h)(2)]**

- \_\_\_\_\_ Representatives (from above) with a special interest or expertise in youth policy.

**PART B**

For *each* of the categories above which were *not* represented on the alternative entity as of December 31, 1997, attach this form a narrative to “explain the manner in which the Local Board will ensure an ongoing role for any such group in the local workforce investment system” [The Workforce Investment Act; Interim Final Rule [20 CFR Part 661, Section 661.330].

**Letters of support from *each* group/entity not represented on the proposed Board *must* accompany the request for certification. The State reserves the option to contact local representatives of various constituent groups to verify their support for the proposed alternative entity.**

**PART C**

Attach a narrative to justify how the membership structure of the proposed alternative entity is considered to be “substantially similar” to a Local Board as described in the Act.

## Workforce Investment Act Team

<b>ARIZONA DEPARTMENT OF COMMERCE</b>		
C. Diane Bishop (Agency Lead)	Director, Workforce Development Policy and GSPED	Tel: (602) 280-8138 Fax: (602) 280-8139 E-mail: cdiane@ep.state.az.us
Gary Abraham	Director, Workforce Development Division and School to Work Division	Tel: (602) 280-8131 Fax: (602) 280-8139 E-mail: garva@ep.state.az.us
Doborah Cayedito	Workforce Development Administrator, Workforce Development Division	Tel: (602) 280-8135 Fax: (602) 280-8139 E-mail: deborahc@ep.state.az.us
<b>ARIZONA DEPARTMENT OF ECONOMIC SECURITY</b>		
Bill Hernandez (Agency Lead)	Assistant Director, DES/Division of Employment and Rehabilitation Services (DERS)	Tel: (602) 542-4910 Fax: (602) 542-3690 E-mail: none
David Ellis	Deputy Administrator, JTPA Administration	Tel: (602) 542-1784 Fax: (602) 542-2273 E-mail: vode4079@de.state.az.us
Terry Palmer	Management Consultant, DES Division of Employment and Rehabilitation Services	Tel: (602) 542-7316 Fax: (602) 542-2273 E-mail: votp4079@de.state.az.us
<b>ARIZONA DEPARTMENT OF EDUCATION</b>		
Brian Jones (Agency Lead)	Director, Federal Programs	Tel: (602) 542-1784 Fax: (602) 542-2273 E-mail: bjones@mail1.ade.state.az.us
Mary Lewkowitz	Deputy Associate Superintendent and State Director for Vocational Technical Education	Tel: (602) 542-5212 Fax: (602) 542-1849 E-mail: mlewkow@mail1.ade.state.az.us
<b>ARIZONA STATE UNIVERSITY</b>		
Judy Vandergrift (Resource Staff)	Senior Research Analysts, Morrison Institute for Public Policy	Tel: (602) 542-1784 Fax: (602) 542-2273 E-mail: jvandergrift@asu.edu

## THE WORKFORCE INVESTMENT ACT UPDATE

*Brought to you by  
the Arizona Department of Commerce,  
the Arizona Department of Economic Security and  
the Arizona Department of Education.*

July 1, 1999

### WORKFORCE INVESTMENT ACT CONFERENCE HELD FOR CHIEF ELECTED OFFICIALS— DEADLINE FOR SUBMITTING LOCAL BOARDS EXTENDED!

On June 10, 1999, more than 100 people representing all 15 Arizona counties and five Arizona Tribes gathered at the Workforce Investment Act Conference for Chief Elected Officials in Tempe, Arizona. The conference was designed for Chief Elected Officials representing Local Workforce Investment Areas (LWIAs) to discuss their responsibilities prescribed by the Workforce Investment Act (WIA) in appointing Local Workforce Investment Boards (LWIBs). Representatives of the U.S. Department of Labor Region IX and Arizona's WIA Interagency Team presented participants with an overview of WIA, focusing on local board composition, responsibilities and functions, and certification by the Governor.

The conference was held for Chief Elected Officials to assist them in preparing to submit their board composition and names of members for their respective LWIAs to the Governor for certification. Videotapes of the conference have been sent to Chief Elected Officials.

At the conference, several participants voiced concerns about the time line for submitting LWIBs for certification by the Governor and asked to have the deadline extended, if possible. After reviewing the schedule of tasks, the deadline has been extended by two weeks until July 30, 1999 (see page 3.)

### PREPARING ARIZONA'S RESPONSE TO WIA

The first issue of *The Workforce Investment Act Update* outlined three key tasks that need to be accomplished in order for the state to prepare its response to the WIA:

- (1) Designate Local Workforce Investment Areas (LWIAs);
- (2) Certify Local Workforce Investment Boards (LWIBs); and
- (3) Prepare the state's five-year plan, inclusive of local five-year plans.

The following sections recap the time lines for these tasks and summarize accomplishments to date.

## DESIGNATION OF LOCAL WORKFORCE INVESTMENT AREAS

### Time Line for Designating Local Workforce Investment Areas

<b>Action</b>	<b>Responsible Party</b>	<b>Date Completed</b>
Letter sent to local Chief Elected Officials soliciting requests for designation as Local Workforce Investment Areas (LWIAs)	<u>Governor</u>	April 2, 1999
Local Chief Elected Officials submit requests for designation as LWIAs to the Governor	Local Chief Elected Officials	April 30, 1999
The Governor's Council on Workforce Development Policy reviews requests for designation as LWIAs	<u>Governor's Council on Workforce Development Policy</u>	May 4, 1999
Designate LWIAs	<u>Governor</u>	May 14, 1999 <b>Extended: June 1, 1999</b>

All tasks for designating Arizona's Local Workforce Investment Areas were completed on time as scheduled, and on June 1, 1999, Governor Jane Dee Hull designated the following 16 LWIAs:

Apache County	Greenlee County	Santa Cruz County
Cochise County	Maricopa County	Yavapai County
Coconino County	Mohave-LaPaz Counties	Yuma County
Gila-Pinal Counties	Navajo County	
Graham County	Pima County	

Additionally, three other LWIAs have been designated: the City of Phoenix, the Navajo Nation (serving Navajo and San Juan Southern Paiute tribes), and a "Tribal Workforce Investment Area" serving Arizona's remaining 19 Native American tribes.

## LOCAL WORKFORCE INVESTMENT BOARD CERTIFICATION PROCESS IS UNDERWAY

### Time Line for Certifying Local Workforce Investment Boards

<b>Action</b>	<b>Responsible Party</b>	<b>Date Completed</b>
Letter sent to local Chief Elected Officials containing information about Local Workforce Investment Boards (LWIBs)	<u>Governor</u>	April 2, 1999
The Governor's Council on Workforce Development Policy reviews criteria for certifying LWIBs	<u>Governor's Council on Workforce Development Policy</u>	May 4, 1999
State holds conference for local Chief Elected Officials to present the Governor's criteria for certifying LWIBs and discuss the roles and responsibilities of the boards under WIA	<u>Interagency WIA Team</u> (AZ Departments of Commerce, Economic Security and Education)	June 10, 1999

### Time Line for Certifying Local Workforce Investment Boards—*continued*

Action	Responsible Party	Date Completed
Local Chief Elected Officials submit board composition and names of members for each Local Workforce Investment Area to the Governor for certification	Local Chief Elected Officials	<del>June 30, 1999</del> <b>Extended:</b> July 16, 1999 <b>July 30, 1999</b>
Certify LWIBs	<u>Governor</u>	<del>July 16, 1999</del> <b>Extended:</b> July 31, 1999 <b>August 13, 1999</b>

Things are on schedule for certifying Local Workforce Investment Boards. With the successful completion of the June 10<sup>th</sup> meeting, it is now up to the Chief Elected Officials to ensure that board members are selected in compliance with WIA, following local nomination procedures prescribed by the Act. Agencies/entities that are entitled to seats on their LWIBs should be submitting names of representatives to their Chief Elected Officials for possible appointment to the LWIB. **Please note that the deadline for Local Chief Elected Officials to submit names of Local Workforce Investment Board members has been extended!**

Options for requesting board certification were discussed in depth at the June 10<sup>th</sup> conference for Chief Elected Officials, and were outlined in the last issue (Issue #2-June 1, 1999) of this newsletter. Anyone desiring copies of materials pertaining to LWIB composition and/or the certification process should contact C. Diane Bishop, Director, Office of Workforce Development Policy, Arizona Department of Commerce, 602-280-8130.

### STATE PLANNING UPDATE

#### Time Line for Preparing State and Local Five-Year Plans

Action	Responsible Party	Date Completed
State issues document to each <b>certified</b> LWIB on "Preparing a Local WIA Plan"	Interagency WIA Team	<del>July 16, 1999</del> <b>Extended:</b> <b>August 13, 1999</b>
The Governor's Council on Workforce Development Policy reviews a rough draft of the state's five-year plan	<u>Governor's Council on Workforce Development Policy</u>	August 3, 1999
Local Planning Institute	Interagency WIA Team and LWIBs	September 16-17, 1999
LWIBs submit local plans to the Governor	LWIBs	October 31, 1999
Revised draft of state's five-year plan prepared, incorporating local plans	Interagency WIA Team	December 31, 1999
State conducts public hearings on the state's five-year plan	Interagency WIA Team	January 31, 2000
The Governor's Council on Workforce Development Policy reviews the state's five-year plan, incorporating feedback from the public hearings	<u>Governor's Council on Workforce Development Policy</u>	February 28, 2000

### Time Line for Preparing State and Local Five-Year Plans — *continued*

Action	Responsible Party	Date Completed
The Governor approves and submits the state's five-year plan, incorporating feedback from the Governor's Council, to the Secretary of the U.S. Department of Labor	Governor	March 31, 2000

The state's Interagency WIA Team has been meeting every other week and is making progress on developing a draft state plan. A draft of the state's plan will be available at the September 16-17 Local Planning Institute.

### U.S. DEPARTMENT OF LABOR, REGION IX REPRESENTATIVE APPOINTED

Armando Quiroz, Regional Administrator, U.S. Department of Labor Region IX, has appointed Ms. Patricia Garcia, Workforce Development Specialist, as the Region IX "single point of contact" for Arizona. You can reach Ms. Garcia at 415-975-4658 or [pgarcia@doleta.gov](mailto:pgarcia@doleta.gov).

### COMMENTS AND QUESTIONS

It is our intent to issue periodic updates on WIA and state and local progress toward meeting our goals. To help us make future issues relevant and useful, we welcome any comments or questions that could be addressed in this forum. Please submit comments or questions in writing to C. Diane Bishop, Director, Office of Workforce Development Policy, Arizona Department of Commerce, 3800 N. Central Avenue, Building D, Phoenix, AZ 85012, or via e-mail at [wfd@ep.state.az.us](mailto:wfd@ep.state.az.us)

We will distribute all issues of *The Workforce Investment Act Update* in hard copy as well as post them on the Department of Commerce website: [www.commerce.state.az.us/fr\\_wfd.shtml](http://www.commerce.state.az.us/fr_wfd.shtml)

Please feel free to copy and distribute this as needed. For more information about *The Workforce Investment Act Update*, contact C. Diane Bishop, Director, Office of Workforce Development Policy, Arizona Department of Commerce, 602-280-8130.

### NEXT ISSUE – August 1999

Look for information about the Local Planning Institute in the next issue of *The Workforce Investment Update*! Teams of up to 10 Local Workforce Investment Board members from each Local Workforce Investment Area are encouraged to attend the Institute at the Prescott Resort and Conference Center on September 16-17, 1999. **Registration information will be sent to Chief Elected Officials.** Hotel reservations must be made prior to August 15, 1999 by calling the Prescott Resort and Conference Center at 1-800-967-4637. Reference the "Local Planning Institute" to receive a special group room rate.

## **Appendix V. Accountability Systems Team**

### **Central Region**

Ms. Dolores Watkins  
Apache Junction Unified School District

### **Maricopa**

Mr. Dan Bridges  
Paradise Valley Unified School District

Mr. Mark Hamilton  
Gilbert Unified School District

Ms. Vicki Ramsey  
Mesa Unified School District

### **Northeast**

Mr. Chester Crandell  
Heber-Overgaard Unified District

### **Northwest**

Mr. Jon Lindberg  
Mohave Vo-Tech Services

### **Pima County**

Mr. Larry Casoni  
Marana Unified School District

Dr. Vaughn Croft  
Tucson Unified School District

### **Southeast**

Ms. Karen Mortenson  
Santa Cruz Valley Unified District  
(not confirmed)

### **Southwest**

Mr. Harold Kirchner  
Yuma Union High School District

### **Special Appointment by State Director**

Mr. Tom Bartz  
Scottsdale Unified School District

Mr. Jim Brown  
Peoria Unified School District

### **Postsecondary**

Mr. Gordon Hall  
State Community College Board

### **ASU Project Consultant**

Ms. Judy Balogh

### **Vocational Technical Education staff**

Ms. Mary Lewkowitz, State Director  
Ms. Helen Bootsma, Manager, Career Pathways  
Ms. Karleen Darby, Manager, Basic Grant  
Mr. Ted Davis, Manager, Fiscal MIS

### **Technical Resources**

Mr. Dennis Fiscus, Tech-Prep  
Representative  
Ms. Janet Gandy, Performance  
Standards Chair  
Mr. Victor Harrel, Nontraditional,  
Guidance and Counseling  
Ms. Marilee Johnson, Performance  
Standards Team Member

**Appendix W. Postsecondary Performance Measures and Program Improvement Manual**

**Third Revision**

POSTSECONDARY  
PERFORMANCE MEASURES AND  
PROGRAM IMPROVEMENT MANUAL

1999-2000

State Board of Directors of Community Colleges of Arizona

August 1999

## **Table of Contents**

Attachment 1.	Arizona Postsecondary Performance Measures Aligned with the Perkins III Core Indicators
Attachment 2.	Timeline for Local Postsecondary Evaluation for Academic Year 1999-2000
Attachment 3.	Postsecondary Vocational Program Performance Measures District Evaluation Report for Academic Year 1999-2000
Attachment 4.	Postsecondary Evaluation Process
Attachment 5.	Process for Nonapproved Programs to Gain Provisional Status
Attachment 6.	Performance Measures Assurance
Attachment 7.	Core Indicators 1 thru 4 and Performance measures 1.1 thru 4.2
Attachment 8.	Arizona Priority Programs Designated as Nontraditional by Gender 1999-2000
Attachment 9.	Nontraditional Data Worksheet for Performance measuer 4.1 and 4.2
Attachment 10.	Continuous Accountability Plan

**Attachment 1**

**STATE OF ARIZONA  
CP III PERFORMANCE MEASURES  
FOR POSTSECONDARY PROGRAMS**

The following Performance Indicators (PI) and Performance Measures will be applied to all postsecondary institutions that receive funds under Section 132 of the Carl D. Perkins Vocational and Applied Technology Amendments of 1998 (CP III), in compliance with Section 113 of the Act.

All data collected on the performance measures will include identifiable data for each of the special populations designated in Section 3 of the Act.

<b>Core Indicator 1: Student attainment of challenging State established academic and vocational technical, skill proficiencies. [Sec. 113(b)(2)(A)(i)]</b>
---

**PI 1.1 Attainment of Academic Proficiencies**

\_\_\_\_\_ percent of identified occupational program students will complete state designated academic courses in English and math with a "C" or better.

No. of completers of designated courses with a "C" or better  
**Total no. of designated course completers**

**PI 1.2 Attainment of Vocational and Technical Proficiencies (course takers)**

\_\_\_\_\_ percent of identified occupational program students will complete competency based occupational courses with a "C" or better.

No. of occupational course completers with a "C" or better  
**Total no. of occupational course completers**

**PI 1.3 Attainment of Vocational and Technical Proficiencies (program completers)**

\_\_\_\_\_ percent of identified occupational program completers, in occupations requiring licensing, will receive licensure or certification from a governmental agency or professional group.

No. of program completers in occupations requiring licensure who receive licensure or certification  
**Total no. of program completers in same programs**

---

**Core Indicator 2: Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential. [Sec. 113(b)(2)(A)(ii)]**

**PI 2.1 Student Completion of Award**

\_\_\_\_ percent of identified occupational program students will complete a certificate or degree.

No. of occupational students completing a certificate or degree  
**Total no. of occupational students**

**Core Indicator 3: Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment. [Sec. 113(b)(2)(A)(iii)]**

**PI 3.1 Placement**

\_\_\_\_ percent of identified occupational program students will participate in further education.

No. of occupational students participating in further education  
**Total no. of occupational students**

**PI 3.2 Placement**

\_\_\_\_ percent of identified occupational program students will be placed into employment and display wage increases of \_\_\_\_% after 10 quarters.

No. of occupational students placed into employment displaying a wage increase of % after 10 quarters.

**Total no. of occupational students**

*Notes:*

1. ***Further education is defined as continuance in any public or private postsecondary institution, including a community college.***
2. ***Employment and wage data will be provided on annual cohorts by the Department of Economic Security using the unemployment insurance data files.***

**Core Indicator 4: Student participation in and completion of vocational and technical education programs that lead to non-traditional training and employment. [Sec. 113(b)(2)(A)(iv)]**

**PI 4.1 Participation in non-traditional programs**

\_\_\_\_\_ percent of female students enrolled in an occupational program normally under-represented by females.

\_\_\_\_\_ percent of male students enrolled in an occupational program normally under-represented by males.

No. of female and male students enrolled in under-represented occupational courses  
**Total no. of students enrolled in the same courses**

**PI 4.2 Completion of non-traditional programs**

\_\_\_\_\_ percent of female students completing an occupational program normally under-represented by females.

\_\_\_\_\_ percent of male students completing an occupational program normally under-represented by males.

No. of female and male students completing under-represented occupational programs  
**Total no. of students completing the same programs**

*Notes:*

1. *The best available state or national data will be used to determine occupations lacking gender equity.*
  2. *The above data will be used to determine programs with less than 25% of one gender or the other.*
-

Notes:

1. **Identified occupational program student** is the cohort to be used on the performance measures as well as the numerator and denominator in each formula. It is defined as:  
**A student who has, during the reporting year:**
  - **completed a vocational award, OR**
  - **declared a vocational major (certificate or degree), OR**
  - **accumulated seven or more vocational credit hours in the same vocational area by prefix within the previous two years including the reporting period, AND have not declared a major goal, AND have not declared a personal interest.**
2. **State designated academic courses in English and math** are defined as:  
**Any English, math, technical English or technical math course at or above the 100 level.**
3. 1999-2000 data will be used to establish the baseline for the performance levels.
4. There is a definite legal problem with collecting information on the special populations defined in CP III. Colleges can advertise that services are available for students in each of the categories and track those students who actually receive services for reporting. Colleges cannot track all students who have disabilities and divide out those who are also enrolled in occupational programs.
5. **Definition of Non-traditional: Occupations or field of work, including courses in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation of field of work.**

Attachment 2

**POSTSECONDARY ANNUAL EVALUATION  
ACTIVITY TIMELINE  
SCHOOL YEAR 1999-2000**

ACTIVITY	PERSONS RESPONSIBLE	TIMELINE
Attend Evaluation Coordinator Training	Occupational Administrator	July 27, 1999
<b>Submit DES follow-up report on 1995-96 cohort to ADE/US Office</b>	<b>State Board Staff</b>	<b>By September 1, 1999</b>
Recruit and train Local Evaluation Team Members and Vocational faculty	Occupational Administrator	Begin September 1999
<b>Submit to State Board Office FY99 program evaluations using CPII performance measures (CP III is option)</b>	<b>Occupational Administrator</b>	<b>Due December 15, 1999</b>
<b>Submit district student enrollment reports to MCCCCD (Cohorts III, 94-95; V, 96-97; and VII, 98-99)</b>	<b>Occupational Administrator</b>	<b>By November 1, 1999</b>
Compile statistical data on Carl Perkins III program performance measures	Institutional Research staff Occupational Administrator	By end of July 2000
<b>① Submit to State Board Office 1999-2000 performance measures report</b>	<b>Institutional Research staff Occupational Administrator</b>	<b>Due September 1, 2000</b>
<b>②</b> Aggregated Statewide data on performance measures sent to districts	State Board Staff	September 20, 2000
<b>③</b> Review data for each performance measure for all programs	Occupational Administrator/ Local Evaluation Team	October 2000
<b>④</b> Develop program improvement recommendations and strategies	Occupational Administrator/ Local Evaluation Team	October 2000
<b>⑤</b> Write Continuous Accountability Plan	Occupational Administrator	October 2000
<b>⑥</b> Implement and conduct regular progress evaluations of the Continuous Accountability Plan	Vocational Faculty Occupational Administrator	Continuous

Note: ① thru ⑥ constitute the process of program evaluation and improvement.

Attachment 3

**POSTSECONDARY VOCATIONAL PROGRAMS PERFORMANCE MEASURES  
DISTRICT EVALUATION REPORT  
ACADEMIC YEAR 1999-2000**

District \_\_\_\_\_

Person Reporting \_\_\_\_\_ Date \_\_\_\_\_

*INSTRUCTIONS: Use these forms to submit the results of the Annual Evaluation. For each program evaluated, compile the findings of the Local Evaluation Team on these forms and forward them to the State Community College Board. Should any program fail a measure, a Program Improvement Plan must be filed with the District Evaluation Report (DER). Should any member of the local team wish to file a dissenting opinion, a Minority Report should be submitted as part of the DER. The focus of this evaluation should be on program improvement.*

	<u>Programs</u>	<u>CIP Code</u>	<u>Tech Prep Program Y/N</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Note: Attach additional pages as needed.

## THE POSTSECONDARY PERFORMANCE EVALUATION PROCESS

### Levels of Performance

- Arizona and the U.S. Department of Education/Division of Adult and Vocational Education (OVAE) must reach agreement on the levels of performance, which will be called the Postsecondary State Adjusted Levels of Performance.
- Baseline data for Performances Measures will be collected during the school year 1999-2000 to determine the State Level of Performance. The data will be submitted to OVAE in the Fall of 2000.
- Since DES has compiled follow-up data for the 1995-96 cohort, the Arizona Department of Education will submit the State Level of Performance for Performance Measure 3.1 data to OVAE in the Fall of 1999.
- The State Adjusted Levels of Performance will be reviewed by the State and OVAE in successive years to determine appropriate modifications.

### Data Requirements

- Follow-up data for the 1998-99 cohort is due from DES by **November 19, 1999**.
- During the Academic Year 1999-2000, districts will collect Performance Measures data based upon the Carl Perkins III core indicators 1-4.
- The data will be submitted to the State Community College Board by **September 1, 2000** using the designated report forms and Performance Measures Assurance page.
- Districts are encouraged to submit data in an electronic format. The State Board Office will provide districts with electronic forms for reporting Performance Measure data.

### Annual Local Evaluation Requirements

- District must annually evaluate **all** Vocational Technical Education programs to be eligible recipient of federal vocational funds.

- |   |
|---|
| <ul style="list-style-type: none"><li>• <b>Districts NOT submitting data for all vocational programs as required for the Performance Measures will be subject to funding restrictions, as prescribed by State Board of Directors for Community Colleges of Arizona.</b></li></ul> |
|---|

## Local Evaluation Methodology for Postsecondary Programs

Each district shall conduct an annual evaluation of each program to determine the program's performance and progress. When approached systematically, improvement is part of planning and measurement and lays out training and time commitments as well as results. Progress on plans is visibly tracked. Emphasis on team and individual accomplishments is essential to building group enthusiasm and sustaining continuous program improvement.

The Local Evaluation Team will analyze the Performance Measures data and the methodology prescribed by the State Board of Directors for Community Colleges of Arizona as outlined below:

- The district will designate a local Evaluation Coordinator (usually the occupational administrator) who will attend training offered by the State Community College Board staff.
- The Local Evaluation Coordinator will select and train a **team** of individuals who will evaluate the local program(s) of each district. The team should include, but is not limited to, at least one representative from each of the following groups:
  - 1) Parents - parent(s) of a currently enrolled or recently graduated vocational student.
  - 2) Students - a vocational technical education student (recent graduate or currently enrolled).
  - 3) Faculty - (**Except in extreme cases, the faculty team member should not evaluate their own course/program.**) Faculty team member assignments should be made in the following priority:
    - (a) An instructor from the same program area, but a different college; if this is not possible, use:
    - (b) A vocational instructor from a different program area and/or college, or
    - (c) A secondary instructor from an articulated program.
  - 4) Representatives of Business and Industry - It is recommended that each Vocational Technical Education program be represented by appropriate Business and Industry.
  - 5) Labor Organizations - union or non union including related professional or trade organizations.
  - 6) Representative of special populations to insure effective representation and advocacy for special populations.
  - 7) Other interested individuals - examples: government, non-profit service providers, or workforce development representatives.
- Local Evaluation Coordinator will lead the Continuous Accountability Plan Activities listed on the following page.

**DISTRICT ACTIVITY****PERSON RESPONSIBLE**

Collect data on Performance Measures	VTE Faculty
Compile data on Postsecondary charts	VTE Faculty and Occupational Administrator
Submit charts and Performance Measures Assurance signature page to State Community College Board	Occupational Administrator
Appoint Local Evaluation Coordinator	District
Recruit and train Local Evaluation Team	Local Evaluation Coordinator
Review and analyze data submitted to State Community College Board by September 1, 2000	Team and Local Evaluation Coordinator
Review and analyze statewide summary data provided by State Board staff	Team and local Evaluation Coordinator
Set performance targets for program improvement	Team
Develop Continuous Accountability Plan based on performance targets	VTE Faculty and Team
Implement Continuous Accountability Plan	VTE Faculty
Progress reports on performance targets are discussed with team	VTE Faculty and Team
Give feedback and recommendations to faculty at the end of first semester	Team
Implement recommendations and monitor progress	VTE Faculty Local Director

**Technical Assistance by State Community College Board of Arizona****SBDCCA ACTIVITY****PERSON RESPONSIBLE**

Analysis of charts and performance measure data	State Board Staff
Report to Districts results of analysis/statewide summary	State Board Staff
Train local evaluation coordinator and faculty in performance evaluation process	State Board Staff
Technical assistance to districts on performance measures	State Board Staff
Staff development and program improvement planning on going with districts	State Board Staff

## Attachment 5

### PROCESS FOR NONAPPROVED PROGRAMS TO GAIN PROVISIONAL STATUS

- If a program is not making substantial progress in implementing the goals identified in the Continuous Accountability Plan, the State Board staff in collaboration with postsecondary institution will develop the **Assessment Accountability Plan**.
  1. Conduct an assessment of the educational needs the postsecondary institution shall address to overcome local performance deficiencies.
  2. Enter into an Assessment Accountability Plan based on the results of the assessment, which shall include instructional and other programmatic innovations of demonstrated effectiveness, and where necessary, strategies for appropriate staffing and staff development..
  3. Conduct regular evaluations of progress being made toward reaching the State Adjusted Levels of Performance.
  4. These activities shall be in consultations with faculty, students, other school staff, appropriate agencies, and other appropriate individuals and organizations.
- Completiong of the four steps above will result in the program being assigned **Provisional** status.
- If State Community College Board determines that a program is not making substantial progress in achieving the State Adjusted Levels of Performance, the program will be considered **Not Approved**. "Not Approved" programs are ineligible for state or federal vocational technical education funding.

Attachment 6

**POSTSECONDARY PERFORMANCE MEASURES ASSURANCE**

**August 1, 2000**

**Submit this page for each program**

**District**\_\_\_\_\_

Vocational Technical Program\_\_\_\_\_

Program CIP\_\_\_\_\_

**ASSURANCE**

To the best of our knowledge the data provided for the Arizona VTE Postsecondary Performance Measures is a complete, accurate and reliable accounting for the school year 1999-2000.

**SIGNATURES: (Signatures must appear for both VTE program representatives)**

\_\_\_\_\_  
DEPARTMENT CHAIR/LEAD FACULTY DATE

\_\_\_\_\_  
OCCUPATIONAL ADMINISTRATOR DATE

**THE PERFORMANCE MEASURES DATA AND THIS ASSURANCE PAGE MUST BE SUBMITTED BY SEPTEMBER 1, 2000, WITH REQUIRED SIGNATURES.**

**IF YOU FILE YOUR DATA ELECTRONICALLY, YOU MUST MAIL THIS PAGE WITH ORIGINAL SIGNATURES.**

**MAIL REPORT TO:**

Patricia Gelvin  
State Board of Directors for Community Colleges of Arizona  
3225 North Central Avenue, Suite 1220  
Phoenix, AZ 85012

**Program:** \_\_\_\_\_ **Program CIP:** \_\_\_\_\_

**1.1 Percentage of identified occupational program students will complete state designated academic courses in English and math with a "C" or better.**

Core Indicator 1: Student attainment of challenging State established academic and vocational technical, skill proficiencies. [Sec. 113(b)(2)(A)(i)]

**KEY STATEMENTS**

1. State designated academic courses in English and math are defined as: Any English, math, technical English or technical math course at or above the 100 level.
2. Baseline data collected in 1999-2000 will be used to establish the state adjusted level of performance.
3. Student IVEP's may be used to provide data on Special Populations categories.
4. Data reported should be unduplicated.

PERFORMANCE MEASURE ELEMENTS	Regular		Disabled		LEP		Academic Disadvantaged		Economic Disadvantaged		Single Parent		Displaced Homemaker		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
a. Number of cohort completers of designated courses with a "C" or better																
b. Number of cohort completers of designated courses.																
c. Percentage of cohort completers who achieved a "C" or better in State designated courses in English and math.																
<b>Total</b>																

**Program:** \_\_\_\_\_ **Program CIP:** \_\_\_\_\_

**1.2 Percentage of identified occupational program students will complete competency based occupational courses with a "C" or better.**

**KEY STATEMENTS**

1. Report those cohort students who are enrolled in one or more courses specific to this program during the academic year.
2. Baseline data collected in 1999-2000 will be used to establish the state adjusted level of performance.
3. Student IVEP's may be used to provide data on Special Populations categories.
4. Data reported should be unduplicated.

PERFORMANCE MEASURE ELEMENTS	Regular		Disabled		LEP		Academic Disadvantaged		Economic Disadvantaged		Single Parent		Displaced Homemaker		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
a. Number of cohort completers of competency based occupational courses with a "C" or better																
b. Number of cohort completers of competency based occupational courses																
c. Percentage of cohort completers who achieved a "C" or better in competency based occupational courses																
<b>Total</b>																

Program: \_\_\_\_\_ Program CIP: \_\_\_\_\_

**1.3 Percentage of identified occupational program completers in occupations requiring licensing, will receive licensure or certification from a governmental agency or professional group.**

**KEY STATEMENTS**

1. Report program data from previous year.
2. Baseline data collected in 1999-2000 will be used to establish the state adjusted level of performance.
3. Student IVEP's may be used to provide data on Special Populations categories.
4. Data reported should be unduplicated.

PERFORMANCE MEASURE ELEMENTS	Regular		Disabled		LEP		Academic Disadvantaged		Economic Disadvantaged		Single Parent		Displaced Homemaker		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
a. Number of cohort program completers in occupations requiring licensure who receive licensure or certification																
b. Number of cohort completers in occupations requiring licensure																
c. Percentage of cohort program completers in occupations requiring licensure who receive licensure or certification																
<b>Total</b>																

Program: \_\_\_\_\_ Program CIP: \_\_\_\_\_

**Core Indicator 2: Student attainment of a secondary diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential [Sec. 113 (b)(2)(A)(ii)].**

**2.1 Percentage of identified occupational program students will complete a certificate or degree.**

**KEY STATEMENTS**

1. Provide data on 1995-96 cohort to provide 150% completion time.
2. Baseline data collected in 1999-2000 will be used to establish the state adjusted level of performance.
3. Student IVEP's may be used to provide data on Special Populations categories.
4. Data reported should be unduplicated.

PERFORMANCE MEASURE ELEMENTS	Regular		Disabled		LEP		Academic Disadvantaged		Economic Disadvantaged		Single Parent		Displaced Homemaker		Total	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
a. Number of cohort students completing a certificate or degree.																
b. Number of cohort students enrolled in program																
c. Percentage of cohort students completing a certificate or degree.																
<b>Total</b>																

**Program:** \_\_\_\_\_ **Program CIP:** \_\_\_\_\_

**PLACEMENT FOLLOW UP**

**Core Indicator 3: Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment [Sec. 113 (b)(2)(A)(iii)].**

**3.1 Percentage of identified occupational program students will participate in further education.**

**KEY STATEMENTS**

1. Follow-up data are collected on prior year.
2. Further education is defined as continuance in any public or private postsecondary institution, including a community college.
3. Student IVEP's may be used to provide data on Special Populations categories.
4. Data reported should be unduplicated.
5. Data source should be Statewide Data Warehouse (ASU) and district enrollment files.

<b>PERFORMANCE MEASURE ELEMENTS</b>	<b>Regular</b>		<b>Disabled</b>		<b>LEP</b>		<b>Academic Disadvantaged</b>		<b>Economic Disadvantaged</b>		<b>Single Parent</b>		<b>Displaced Homemaker</b>		<b>Total</b>	
	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>
a. Number of cohort students from previous year participating in further education.																
b. Number of cohort students enrolled in program previous year																
c. Minus number of program completers.																
d. Percentage of cohort students from previous year participating in further education.																
<b>Total</b>																

**Program:** \_\_\_\_\_ **Program CIP:** \_\_\_\_\_

**3.2 Percentage of identified occupational program students (completers) will be placed into employment and display wage increases of \_\_\_\_% after 10 quarters.**

**KEY STATEMENTS**

1. Follow-up data are collected on 1996-97 year cohort.
2. DES will run cohort data provided by districts against unemployment insurance file.
3. Baseline data collected in 1999-2000 will be used to establish the state adjusted level of performance.
4. Student IVEP's may be used to provide data on Special Populations categories.
5. Data reported should be unduplicated.

<b>PERFORMANCE MEASURE ELEMENTS</b>	<b>Regular</b>		<b>Disabled</b>		<b>LEP</b>		<b>Academic Disadvantaged</b>		<b>Economic Disadvantaged</b>		<b>Single Parent</b>		<b>Displaced Homemaker</b>		<b>Total</b>	
	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>	<b>F</b>	<b>M</b>
a. For cohort year, number of students (completers) placed into employment and wage increases over 10 quarters.																
b. For cohort year, number of students (completers) in cohort.																
c. For cohort year, percentage of students (completers) placed into employment who show an average wage increase of ____% after 10 quarters.																
<b>Total</b>																

**Core Indicator 4: Student participation in and completion of vocational and technical education programs that leads to nontraditional training and employment.**

**4.1 Percentage of female and male students enrolled in under-represented/nontraditional programs.**

**KEY STATEMENTS**

1. Nontraditional training and employment is defined as occupational training or fields of work, for which individuals from one gender comprise less than 25% of the individuals employed in the workforce.
2. Whether a course is nontraditional or not is determined by the program it supports. **The nontraditional program list is attached for 1999-2000.**
3. Baseline data collected in 1999-2000 will be used to establish the state adjusted level of performance.

**PERFORMANCE MEASURE PROCESS**

1. Each district will collect and report gender information for nontraditional training and employment and calculate the percentage of males and females enrolled for the year.
2. The State Board will provide statewide reported data back to the districts and request districts to evaluate themselves against aggregate data.
3. Each district will review the information and determine required next steps as needed to improve their efforts to maintain high accessibility to nontraditional programs.
4. Through the Basic Grant Application Goal 7, each district will identify objectives and measurable outcomes to continue promoting opportunities for nontraditional training and employment based on the data.
5. If necessary, State staff will arrange for technical assistance for improving performance on this measure.

**4.2 Percentage of female and male students completing under-represented/nontraditional programs.**

KEY STATEMENTS

1. Nontraditional training and employment is defined as occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupation or field of work. A nontraditional program list is attached.
2. Baseline data collected in 1999-2000 will be used to establish the state adjusted level of performance.

PERFORMANCE MEASURE PROCESS

1. Each district will collect and report gender information for nontraditional training and employment and calculate the percentage of males and females completing the program.
2. The State Board will provide statewide reported data back to the districts and request districts to evaluate themselves against aggregate data.
3. Each district will review the information and determine required next steps as needed to improve their efforts to maintain high accessibility to nontraditional programs.
4. Through the Basic Grant Application Goal 7, each district will identify objectives and measurable outcomes to continue promoting opportunities for nontraditional training and employment.
5. If necessary, State staff will arrange for technical assistance for improving performance on this measure.



## Attachment 8

1999-2000

### AZ Priority Programs Designated as Nontraditional

Nontrad Gender	Program Code	Vocational Technical Education programs
*	52.0302	Accounting
Male	52.0401	Administrative Information Services
Female	01.0302	Agricultural Business Management-Animal Science
Female	01.0600	Agricultural Business Management-Horticulture
Female	01.0304	Agricultural Business Management-Plant Science
Female	03.0000	Ag. Business Mgmt-Renewable Natural Resources
Female	47.0606	Air-Cooled Engine Repair
Female	47.00607	Aircraft Mechanic
Male	20.0301	Apparel Design and Merchandising
Female	47.0603	Automotive Collision Repair Technology
Female	47.0604	Automotive Technology
Female	46.0401	Building Maintenance
Female	46.9999	Building Trades
Female	48.0703	Cabinetmaking
Female	46.0201	Carpentry
Male	20.0201	Child Care and Guidance
Female	50.0402	Commercial Art
Male	12.0403	Cosmetology
Male	51.0601	Dental Assisting
Female	48.0101	Drafting Technology
Female	47.0100	Electronics Technology
*	52.0803	Financial Services
Female	43.0299	Firefighting Technology
*	12.0503	Food Production/Culinary Arts
Female	48.0201	Graphic Communications
Female	47.0201	Heating, Ventilation, Air Conditioning/Refrigeration
Female	47.0605	Heavy Duty Truck Maintenance
Female	49.0202	Heavy Equipment Operation
*	08.0901	Hospitality Services
Male	20.0501	Interior Design
Female	43.0107	Law Enforcement
Female	48.0501	Machining Technology
Female	46.0101	Masonry
Female	10.0104	Media Communications
Female	51.0802	Medical Lab Assisting
Male	51.1614	Nursing Assistant
Female	50.0406	Photo Imaging
Male	51.0806	Physical Therapy Aide
Female	46.0501	Plumbing
Female	46.0301	Residential Electrician
*	08.0700	Sales and Marketing
Female	48.0506	Sheet Metal
Female	48.0303	Upholstering
Female	48.0508	Welding Technology

Note: \* indicates the program area is not nontraditional for either gender.

The above information lists Arizona's VTE priority programs. The OES Codes were acquired from the Dictionary of Occupational Titles. The determination of nontraditional occupation for male and female was based on information acquired from the U.S. Bureau of Labor Statistics and from the Arizona Department of Economic Security Employment Statistical Division.

**REPORT FORM FOR 4.1 and 4.2**

**Core Indicator 4: Student participation in and completion of vocational and technical education programs that lead to nontraditional training and employment**

PROGRAM	CIP CODE	*Number of students enrolled		% of total enrollment		*Number of program completers		% of the total	
		F	M	F	M	F	M	F	M
TOTAL									

**POSTSECONDARY CONTINUOUS ACCOUNTABILITY PLAN**

District \_\_\_\_\_

VTE Program: \_\_\_\_\_ CIP: \_\_\_\_\_

Local Evaluation Coordinator: \_\_\_\_\_ Phone: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

**THE PLAN MUST INCLUDE THE FOLLOWING.**

1. Identify performance measures requiring improvement.
2. Describe planned activities to achieve the targeted level of performance and timeline for regular process evaluation. (Activities shall include instructional and programmatic innovations of demonstrated effectiveness, and where necessary, strategies for staffing and staff development.)
3. Include start and end dates for each activity.
4. Designate individual responsible to ensure activity is achieved.
5. Request technical assistance from State staff.

## Appendix X. General Statement of Assurance

**DRAFT**

**RETURN TO:**

Arizona Department of Education  
Attention: Grants Management Office  
1535 West Jefferson Street, Bin 3  
Phoenix, Arizona 85007

**DUE DATE:**

Annually on 5/30

A General Statement of Assurance must be filed **ANNUALLY** with the Superintendent of Public Instruction in order to participate in any ADE administered program. **ONLY** those individuals whose original signature appears on this document will be recognized as the **AUTHORIZED REPRESENTATIVE**; and, the only individuals with the authority to sign for the entity they represent. These individuals will be issued a username and password to enable the electronic transmittal of documents.

Name of Educational Agency: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_ FAX: ( ) \_\_\_\_\_

E-Mail: \_\_\_\_\_

**Intent:**

Federal and State assisted programs require that recipient agencies guarantee accountability to the United States and the State of Arizona, eliminate unlawful discrimination and insure equal opportunities for the beneficiaries or potential beneficiaries of Federal financial assistance. The intent of the law is to accomplish this as soon as possible, but with careful review and meaningful efforts at voluntary compliance.

The General Assurance Statement does not cover the unique aspects of individual programs. Individual program staff will inform or make available to the recipient agency any changes in the rules and regulations that are applicable to that program.

### A. ASSURANCES

The parties referred to in this document are the United States Department of Education, the Bureau of Indian Affairs of the United States Department of Interior, the United States Department of Agriculture, and the United States Department of Labor, all herein referred to as the "DEPARTMENT," and the State Board of Education of the State of Arizona, herein referred to as the "STATE AGENCY," and the local educational agency, herein referred to as the

"SUBGRANTEE," (Educational Agency Name) \_\_\_\_\_

Educational Agency CTDS No. \_\_\_\_\_, \_\_\_\_\_ County, State of Arizona.

The STATE AGENCY may make funds available to the SUBGRANTEE for programs operated by the SUBGRANTEE in accordance with requirements and regulations applicable to such programs.

Consistent with 34 C.F.R. Section 76-85, the SUBGRANTEE assures, if awarded a grant, subgrant, or contract:

1. That the SUBGRANTEE will accept funds in accordance with applicable Federal and State statutes, regulations, program plans, and applications, and administer the programs in compliance with all provisions of such statutes, regulations, applications, policies and amendments thereto.
2. That the control of funds provided to the SUBGRANTEE under each program and title to property acquired with those funds will be in a designated eligible recipient and that a designated eligible recipient will administer those funds and property.
3. That the SUBGRANTEE has the necessary legal authority to apply for and receive the proposed grant or subgrant and enter into the contract.
4. That the SUBGRANTEE will use fiscal control and fund accounting procedures which will ensure proper disbursement of, and accounting for, Federal funds paid to the SUBGRANTEE under each program, and that the SUBGRANTEE will utilize competitive bidding practices in compliance with applicable procurement regulations.
5. That the SUBGRANTEE will make reports to the STATE AGENCY and to the DEPARTMENT as may reasonable be necessary to enable the STATE AGENCY and DEPARTMENT to perform their duties.
6. That the SUBGRANTEE will maintain records, including the records required under Section 437 of the General Education Provisions Act ("GEPA"), 20 U.S.C. § 1221, and provide access to those records as the STATE AGENCY or DEPARTMENT and the Comptroller General or any of their authorized representatives in the conduct of audits authorized by Federal Law or State Statute. This cooperation includes access without unreasonable restrictions to its records and personnel for the purpose of obtaining relevant information.
7. That the SUBGRANTEE will provide reasonable opportunities for participation by teachers, parents, and other interested agencies, organizations and individuals in the planning for and operation of each program.
8. That any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and to other members of the general public.
9. That in the case of any project involving construction, the project is not inconsistent with overall State plans for the construction of school facilities, if applicable; and in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973 and applicable provisions of Chapter 4 of Title 34, A.R.S., in order to ensure that facilities constructed with Federal (which become subsequently State) funds are accessible to and usable by handicapped individuals.

10. That the SUBGRANTEE has adopted effective procedures for:
  - A. Acquiring and disseminating to teachers and administrators participating in each program, significant information resulting from educational research, demonstration and similar projects; and
  - B. Adopting, if appropriate, promising educational practices developed through those projects.
11. That no person shall, on the ground of race, color, national origin, handicap, or sex be excluded from participation, be denied the benefits, or be otherwise subjected to discrimination under any program or activity for which the SUBGRANTEE receives Federal financial assistance. Admissions policies for private schools are understood and agreed to be part of such programs. In this vein, the SUBGRANTEE agrees to assure compliance with the Governor of Arizona's Executive Order 75-5, prohibiting discrimination in employment, as well as Title VI of the Civil Rights Act of 1964 (45 U.S.C. 2000d *et seq.*); Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681-1683); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); the Age Discrimination Act (42 U.S.C. § 6101 *et seq.*); and the Americans with Disabilities Act ("ADA") (42 U.S.C. § 12101 *et seq.*).
12. That the SUBGRANTEE may not use its Federal or State funding to pay for any of the following:
  - A. Religious worship, instruction, or proselyzation
  - B. Equipment or supplies to be used for any of the activities specified in paragraph 12A, herein.
  - C. Construction, remodeling, repair, operation, or maintenance of any facility or part of a facility to be used for any of the activities specified in paragraph 12A, herein.
  - D. An activity of a school or department of divinity. A school or department of divinity is defined in 34 C.F.R. § 76.532(b).
13. That no Federal funding may be used for the acquisition of real property unless specifically permitted by the authorizing statute or implementing regulations for the program.
14. (To be added)
15. That the SUBGRANTEE may not count tuition and fees collected from students toward meeting, matching, cost sharing, or maintenance of effort requirements of a program.
16. That the SUBGRANTEE shall, to the extent possible, coordinate each of its projects with other activities that are in the same geographic area served by the project and that serves similar purposes and target groups.

17. That the SUBGRANTEE shall, to the extent possible, if its project includes activities to improve the basic skills of children, youth, or adults, coordinate its project with other basic skills activities that are in the same geographic area served by the project. Basic skills means reading, mathematics, and effective communication, both written and oral.
18. That the SUBGRANTEE shall continue its coordination with the STATE AGENCY during the length of the project period.
19. The SUBGRANTEE shall cooperate in any evaluation by the DEPARTMENT.
20. That if a program so requires, provisions shall be made for the participation of children enrolled in private schools in the area to be served. Such provision shall:
  - A. Provide private school students with a genuine opportunity for equitable participation.
  - B. Provide an opportunity to participate in a manner that is consistent with the number of eligible private school students and their needs.
  - C. Maintain continuing administrative direction and control over funds and property that benefit students enrolled in private schools.
  - D. Comply with the requirements of 34 C.F.R. §76.652 through 76.662.
21. That no provision of any law shall be construed to authorize the consolidation of any applicable program with any other program, such as the commingling of funds derived from one appropriation with those derived from another appropriation.
22. That funds will be used to supplement and not supplant State and local funds expended for educational purposes and, to the extent practicable, increase the fiscal effort that would, in the absence of such funds, be made by the SUBGRANTEE for educational purposes.
23. That the SUBGRANTEE will comply with all relevant laws relating to privacy and protection of individual rights including 34 C.F.R. Part 99 (Family Educational Rights and Privacy Act of 1974).
24. That the SUBGRANTEE will comply with any applicable federal, state and local health or safety requirements that apply to the facilities used for a project.
25. That it shall maintain records for 5 years following completion of the activities for which the SUBGRANTEE uses the federal or state funding and which show:
  - A. The amount of funds under the subgrant or grant.
  - B. How the SUBGRANTEE uses the funds.
  - C. The total cost of the project.
  - D. The share of that total cost provided from other sources.

26. If real property or structures are provided or improved with the aid of Federal financial assistance, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer or sale of such property or structure. If personal property is so provided, the SUBGRANTEE will comply with applicable statutes, regulations and the project application in the use, encumbrance, transfer, disposal and sale of such property.
27. That in the event of a sustained audit exception, and upon demand of the STATE AGENCY, the SUBGRANTEE shall immediately reimburse the STATE AGENCY for that portion of the audit exception attributable under the audit to the SUBGRANTEE, but shall also immediately reimburse the STATE AGENCY expenses in defending the audit exception, including and not limited to travel and attorney's fees, in an amount proportional to the amount of the audit exception attributable to the SUBGRANTEE. The SUBGRANTEE agrees to hold the STATE AGENCY harmless for any audit exception arising from the SUBGRANTEE's failure to comply with applicable regulations.
28. That the SUBGRANTEE is aware all Federal funds granted to it are conditioned upon the availability and appropriation of such funds by the United States Congress and are subject to reduction or elimination by the United States Congress at any time, even following award and disbursement of funds. The SUBGRANTEE shall hold the STATE AGENCY harmless for any reduction or elimination of Federal funds granted to it. In the event of non-appropriation and notice, the SUBGRANTEE failure shall immediately cease further expenditures under any project.
29. This assurance is given in consideration of and for the purpose of obtaining any and all grants, loans, contracts, property, discounts or other financial assistance extended after the date hereof to the SUBGRANTEE by the DEPARMTENT, through the STATE AGENCY, including installment payments, after such date on account of applications for financial assistance which were approved before such date. The SUBGRANTEE recognized and agrees that such financial assistance will be extended in reliance on the representations and agreements made in this assurance, and that the United States and the Sate of Arizona, individually or jointly, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the SUBGRANTEE, its successors, transferees and assigns. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the SUBGRANTEE. (Please use blue ink)

Date: \_\_\_\_\_

\_\_\_\_\_  
(Educational Agency)

\_\_\_\_\_  
Name and Title (Typed)

\_\_\_\_\_  
(Signature of President, Chairman of Comparable  
authorized official)

**OTHER AUTHORIZED AGENTS' SIGNATURES**

(Please use blue ink)

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Name and Title (Typed)

---

Signature

---

Name and Title (Typed)

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Signature

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Name and Title (Typed)

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Signature

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Name and Title (Typed)

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Signature

Certification Regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and Drug-Free Workplace

**Lower Tier Covered Transactions**

This certifies compliance with requirements regarding Lobbying; Debarment, Suspension, Ineligibility and Voluntary Exclusion; and, Drug-Free Workplace, as prescribed in 34 C.F.R. Part 82 and Part 85, and 7 C.F.R. Part 3017, and the required regulations implementing Executive Order 12549. Copies of these regulations may be obtained by contacting the person to whom this statement is submitted.

(BEFORE COMPLETING CERTIFICATION, READ THE REQUIREMENTS THAT FOLLOW)

- (1) **All fund participants must certify, by submission of this statement, that project funds will not, in any way, be used for the purpose of Lobbying or other wise influencing decisions supporting the granting of funds administered by the ADE.**
- (2) **The prospective lower tier participant certifies, by submission of this statement, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.**
- (3) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this statement.
- (1) Furthermore, that subgrantees receiving ADE administered funds will provide a drug-free workplace.

\_\_\_\_\_  
(Print or Type Name)

\_\_\_\_\_  
(Title of Authorized Representative)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Signature)

## **REQUIREMENTS FOR CERTIFICATION**

This certification is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the participant or prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

By signing and submitting this statement, it is understood that the participants and prospective lower tier participant has done so in accordance with the following:

### **LOBBYING:**

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the above signed, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions.
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subgrantees shall certify and disclose accordingly.
- (d) This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

- (a) The prospective lower tier participant shall provide immediate written notice to the person to whom this statement is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- (b) The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntary excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this statement is submitted for assistance in obtaining a copy of those regulations.
- (c) The prospective lower tier participant agrees by submitting this statement that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
- (a) The prospective lower tier participant further agrees, by submitting this statement, that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction,” without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
- (b) A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non procurement List.
- (c) Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealing.
- (d) **Except for transactions authorized under paragraph (e) of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, the department or agency with which this transaction originated may, in addition to other remedies available, pursue suspension and/or debarment.**

## **DRUG-FREE WORKPLACE (Grantee other than Individuals)**

As required by the Drug-Free Workplace Act of 1988, and subsequent regulations, the applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
- (b) Establishing an on-going drug-free awareness program to inform employees about the dangers of drug abuse; grantee's policy of maintaining a drug-free workplace; any available drug counseling, rehabilitation, and employee assistance programs; and, the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
- (d) Notify the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will abide by the terms of the statement; and, notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under paragraph (d) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted **employees must** provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, SW, Room 3124, Washington, D.C. 20202.

*Arizona Department of Education, Grants Management Office.*

## **Appendix Y. Tech Prep for Each Consortium**

### **COMMUNITY COLLEGE STATE TECH-PREP COORDINATOR**

Nancy Dillon  
State Community College Board  
3225 N. Central Avenue, Suite 1220  
Phoenix, AZ 85012-2411  
*PHONE (602) 255-4037 ext. 315*  
*FAX (602) 279-3464*  
email: dillon@stbd.cc.az.us

### **COCHISE CONSORTIUM**

Cochise College  
Rhonda Douglas  
Tech-Prep Director  
901 N. Colombo  
Sierra Vista, AZ 85635  
*PHONE (520) 515-5247*  
*FAX (520) 515-5250*  
e-mail: douglasr@cochise.cc.az.us  
e-mail: finchp@cochise.cc.az.us  
1/800-966-7943 ask for Sierra Vista  
Campus, Ext 247

### **COCONINO CONSORTIUM**

Coconino Community College  
Ann Stires  
Tech-Prep Director  
P. O. Box 80,000  
3000 N. 4th Street, Suite17  
Flagstaff, AZ 86003-8000  
*PHONE (520) 527-1222 ext. 329*  
*FAX (520) 526-1821*  
e-mail: astires@coco.cc.az.us

### **EAST VALLEY CONSORTIUM**

East Valley Tech-Prep Consortium  
Al Larson  
Tech-Prep Director  
1833 W. Southern  
Mesa, AZ 85202  
*PHONE (602) 461-7216*  
*FAX (602) 461-7813*  
(H)FAX (602) 460-2284  
e-mail: larson@mc.maricopa.edu

### **ADE TECH-PREP COORDINATOR**

Dennis Fiscus  
Arizona Department of Education  
1535 W. Jefferson  
Phoenix, AZ 85007  
*PHONE (602) 542-5356*  
*FAX (602) 542-1849*  
e-mail: dfiscus@mail1.ade.state.az.us

### **EASTERN ARIZONA CONSORTIUM**

Thatcher Unified School District  
Dan Crow  
Tech-Prep Director  
P. O. Box 610  
Thatcher, AZ 85552  
*PHONE (520) 428-9838 or 428-6381 ext. 170*  
*FAX (520) 428-9828*  
e-mail: eatp@zekes.com

### **MOHAVE CONSORTIUM**

Mohave Community College  
Patrea Marolf  
Tech-Prep Director  
1971 Jagerson Avenue  
Kingman, AZ 86401  
*PHONE (520) 757-0893*  
*FAX (520) 757-0875*  
e-mail: patmar@et.mohave.cc.az.us

### **NORTHLAND CONSORTIUM**

Trish Pullin  
Tech-Prep Director  
P.O Box 1106  
Lakeside, AZ 85929  
*PHONE (520) 537-4936*  
*FAX (520) 537-7466*  
e-mail: tpullin@cybertrails.com

### **NORTHEAST VALLEY CONSORTIUM**

Gayle Smith  
Tech-Prep Director  
3843 E. Dartmouth  
Mesa, AZ 85205  
*PHONE (602) 924-6594*  
*FAX (602) 981-6712*  
e-mail: gsmith@futureone.com

#### **WESTERN MARICOPA CONSORTIUM**

Stephanie Works  
Tech-Prep Director  
225 W Pintura Circle  
Litchfield Park, AZ 85340  
*PHONE* (602) 535-4686  
*FAX* (602) 535-1086  
e-mail: [swworks@phnx.uswest.net](mailto:swworks@phnx.uswest.net)  
Mobil: (602) 290-7154

#### **PIMA/SANTA CRUZ COUNTIES CONSORTIUM**

Center for Education Development  
Diane Guidici  
Tech-Prep Director  
622 N. 7th Avenue  
Tucson, AZ 85705  
*PHONE* (520) 623-5776  
*FAX* (520) 791-9753  
e-mail: [dguidici@pimacc.pima.edu](mailto:dguidici@pimacc.pima.edu)  
1/800-749-8065  
OFFICE E-MAIL: [ced@azstarnet.com](mailto:ced@azstarnet.com).

#### **PINAL CONSORTIUM**

Pinal County Schools  
Karl S. Peterson  
Tech-Prep Director  
MAIL: 2119 N. Lakeshore Dr.  
Casa Grande, AZ 85222  
PHONE/FAX: (520) 836-3237  
e-mail: [speaker@c2i2.com](mailto:speaker@c2i2.com)  
Mobile: (520) 705-2719

#### **YAVAPAI CONSORTIUM**

Lois Lamer  
Tech-Prep Director  
1003 Desert Jewel  
Cottonwood, AZ 86326  
*PHONE* (520) 634-5691  
*FAX* (520) 649-3780  
e-mail: [lllearning@webtv.com](mailto:lllearning@webtv.com)  
[lllearning@sedona.net](mailto:lllearning@sedona.net)  
pager: (520) 639-6846  
home: (520) 649-3785

#### **YUMA /LA PAZ CONSORTIUM**

Arizona Western College  
Sherry Bakken  
Tech-Prep Director  
P. O. Box 929  
Yuma, AZ 85366-0929  
*PHONE* (520) 344-7742  
*FAX* (520) 317-6108  
e-mail: [aw\\_bakken@awc.cc.az.us](mailto:aw_bakken@awc.cc.az.us)

Mary N. Harrison  
Tech-Prep Administrative Assistant  
State Community College Board  
3225 N. Central Avenue, Suite 1220  
Phoenix, AZ 85012-2411  
*PHONE* (602) 255-4037 ext. 318  
*FAX* (602) 279-3464  
email: [harrison@stbd.cc.az.us](mailto:harrison@stbd.cc.az.us)

**Appendix Z. Arizona Tech-Prep Initiative (Request For Proposals FY2000)**

**ARIZONA DEPARTMENT OF EDUCATION  
SCHOOL TO WORK (VTE) DIVISION**

***ARIZONA TECH PREP INITIATIVE***

**REQUEST FOR PROPOSALS - FY2000**

<p><b>PLEASE NOTE:</b> In the event of a reduction of vocational education funds, each project application must be revised.</p>
---

**PROGRAM TOPIC:**

**(1.0) Tech-Prep**

**PURPOSE:**

The purpose of this project is to assist Tech Prep consortia in the continuation of Tech Prep programs. Eligible applicants for this Component are those consortia who participated in FY99. Continuation grants will be awarded depending upon available funds and reported accomplishments during the previous funded year. In applying for these funds, each consortium will describe their efforts to address specific initiatives and requirements.

**ELIGIBLE APPLICANTS:**

**Consortia With Currently Funded Projects**

Eligible applicants are currently funded Tech Prep consortia. It is recommended that consortia identify a single college/local education agency in partnership with a single consortium name, to act as a fiscal agent for the consortium and establish central governance structure for the consortium. Institutions, which desire to participate in this manner are required to execute an Intergovernmental Agreement, per A.R.S.§11-952. IGAs should be reviewed annually. An example of an acceptable fiscal agent name would be Solar High School District/Javelina Arizona Consortium.

**ESTIMATED FUNDING:**

**\$1,955,507**

Carl D. Perkins Federal Funds (Tech Prep). Multiple projects will be funded, based on the scope of work and available resources.

**PROJECT TIMEFRAME:**

This project will begin on July 1, 1999 and conclude on September 30, 2000.

## **PROJECT APPLICATION:**

A completed project application must contain the following attachments.

<b><u>Form Number</u></b>	<b><u>Form Name</u></b>
ADE 31-204	Application/Amendment Cover Sheet (Signature Page)
ADE 9702	State and Federal Program Financial Budget/Payment Report
ADE 22-084	Detailed Expenditure Budget Worksheet
ADE 40-002B	Capital Outlay
Attachment 1	Tech Prep Consortium Structure (2 pages)
Attachment 2	Tech Prep Student Counts (3 pages)
Appendix I	Consortium Three-Year Plan

Only one project may be submitted under each consortium, only one set of the project description and objectives will be approved. The consortium project description, objectives, signature and budget pages should be submitted as one packet.

## **COVER PAGE/ASSURANCES:**

Form ADE 31-204, 6/97 (Application/Amendment Cover Sheet [Signature Page]) must be the first page of the project application. By signing this form, the applicant agrees that the Arizona Department of Education General Statement of Assurance, as well as the following specific assurances, will be met.

1. The applicant agrees that consortium members are qualified participants (secondary and postsecondary) as defined in Section 204 (a)(1) of the Carl D. Perkins Vocational and Applied Technology Education Act of 1998.
2. The applicant agrees that consortium members are not prohibited from receiving assistance under part B of title IV of the Higher Education Act of 1965 (20 U.S.C. 1071 et seq.) pursuant to the provisions of section 435 (a)(3) of such Act (20 U.S.C. 1083(a)); or a proprietary institution of higher education that offers a 2-year associate degree program and is qualified as an institution of higher education pursuant to section 102 of the Higher Education Act of 1965, if such proprietary institution of higher education is not subject to a default management plan required by the Secretary (Section 204(a)(B)(II)(ii)).
3. The applicant agrees that student credits awarded, and LEA/Community College reimbursement for same, will be in accordance with the policies established by the Arizona Department of Education, Arizona State Board of Directors for Community Colleges, and applicable statutes.
4. The applicant agrees that the secondary vocational programs supported by this funding are state approved comprehensive programs on the Arizona Department of Education Priority Program List.
5. The applicant will not co-mingle Tech Prep funds with other funding.

6. The Tech Prep Consortium Structure shall be set up according to the guidelines in Attachment 1.
7. The applicant agrees to participate in Tech Prep Director meetings, ADE Local Directors meetings, regional or national meetings related to Tech Prep, and may include these costs in the project budget.
8. The applicant agrees to participate in and collect data for statewide evaluation, including but not limited to data for performance measures.

### **PROJECT DESCRIPTION:**

The applicant must address each of the following requirements in the Project Description, and **must present** the information **in this order**: (See Attachment 2 for sample)

1. The applicant shall give a brief introduction to the consortium. (1-2 paragraphs)
2. The applicant shall describe the organization of the consortium.  
(Use Attachment 1 for direction. Use flow charts and matrixes for clarity and brevity.)
  - 2.1 Governance Structure: Leadership Team Members, Executive Committee and Staff
  - 2.2 Tech Prep Leadership Team meeting dates, times, sites (include with application)
  - 2.3 Fiscal Responsibility
  - 2.4 Budget Allocation and Narrative Justification for Consortium Management (See Attachment 3 - 4.1.4 for format. Use a maximum of 35% as a guide for administrative costs. (Include indirect costs.)
  - 2.5 Consortium additions to the Arizona Tech Prep Initiative (See Attachment 4)
  - 2.6 The consortium's Three-Year Plan constructed with Goals and Objectives (See 4.1.1), FY99-2002, should be referenced in this introduction and placed in the project document as Appendix I.
3. Complete the matrix (Attachment 2) listing of ADE programs articulated, the total number (duplicated) of secondary vocational students, the total number (duplicated) of postsecondary vocational students, the total number (duplicated) of Tech Prep students served (both secondary and postsecondary).
4. The applicant shall describe how it will address each of the identified Components of the Arizona Tech Prep Framework. Please use the following outline for each Component.

4.1 Identified Components: (See Attachment 3 for definitions and specific guidelines for each Component.)

4.1.1 Articulation

4.1.2 Professional Development/Technology

4.1.3 Partnerships/Work Based Learning

4.1.4 Marketing

4.1.5 Special Populations/Equity/Non-Traditional

4.1.6 Evaluation

4.2 Outline for presenting each Component (See Attachment 3 for suggested format and sample text.) Each Component should be presented *in its entirety* before going on to the next one so that the reader will be able to have a clear picture of all aspects of each segment of the total project.

4.2.1 Identify goals and objectives which describes the outcome(s) of the project.

- Goals identify the “Global Outcome.” What is it you have set out to accomplish?
- Objectives identify a comprehensive and logical sequence of measurable outcomes and must include benchmarks for measuring progress, target audience and a date for accomplishment. How will you know you have accomplished what you set out to do?

4.2.2 Describe the current status of the Component. (Progress to Date)

- What, if anything, have you accomplished so far?
- A brief paragraph with bullets is an appropriate format for this section.

4.2.3 Describe Action Plan for this Component for 1999/2000.

- What is it you plan to do in order to meet your goals and objectives?
- A narrative with appropriate bullets describing your planned activities is an appropriate format for this section.

4.2.4 Describe the allocation of funds to accomplish this section of the plan.

- How much money will be allocated for identified activities?
- Provide % of money budgeted for each area-must equal 100% of budget.

*This replaces the former page titled “Budget Narrative.”*

## **OBJECTIVES:**

The objectives must address the criteria found in the Project Description Section 4 - 4.2.1.

The applicant must include specific objectives that accurately described the outcome of the project. Objectives must identify a comprehensive and logical sequence of activities and a chronological timeline for their accomplishment. Preference in scoring will be based on how well the objectives are measurable, relate directly to the project requirements, and contain specific outcomes, list the target audience, identify completion dates and an evaluation method. All Goals and Objectives, in accordance with the requirements of this proposal, are identified in the Project Description of each Component. (As shown in Attachment 3)

## **BUDGET:**

Budget Form No. ADE 9702 and Detailed Expenditure Budget Worksheet Form ADE 22-084 must be used. Capital Outlay Form No. ADE 40-002B must be completed for equipment purchases. This form is to be completed in compliance with the Vocational Equipment Guidelines. Site monitoring will occur at all secondary/postsecondary schools with approved Capital Outlay.

The narrative budget justification, which explains each line item from the Detailed Expenditure Worksheet (ADE 22-084) should be included in the “organization of the consortium” and under each Component in the Project Description, (Sections 2 and 4).

## **ALLOWABLE COSTS:**

Salaries and benefits, travel for in-service, substitute pay, consultant fees, contractual services, supplies and materials (including instructional materials) and indirect costs may be included. Equipment purchases will be limited to those items that benefit the **TOTAL CONSORTIUM EFFORT** (i.e. FAX, modems and software for student tracking and/or placement).

## **SUBMISSION:**

We encourage you to file your application electronically. All of the necessary forms and grant instructions can be accessed on the Internet. Our Web Site can be found at <http://ade.state.az.us>. Should you choose to apply by mail, please submit your original application plus two copies. Only the original application requires an original (blue ink) signature.

**Your completed application forms are to be sent to:**

**Arizona Department of Education  
STW/Vocational Technological Education Division  
Vocational Education Financial Services  
1535 West Jefferson - Mail Box No. 51  
Phoenix, Arizona 85007**

**Applications sent to any location other than the above, or after the due date, will not be considered as officially received.**

**DUE DATE:** No Later Than 5:00 p.m. on Monday, May 3, 1999

**PRODUCTS:**

**Recipients of these funds shall submit the following products:**

1. Quarterly reports, describing the accomplishments to date on each project objective (Narrative Report Form).
2. First Quarterly report to include:
  - a. Planned Leadership Team Board Meeting dates, times and sites.
  - b. A list of Tech Prep Leadership Team and Tech Prep Team Site Coordinator at each school in Consortia. (Use attachment 1, pages 2 and 3)
3. A Final Project Report which shall include each of the following:
  - a. A narrative description of the accomplishments of each project objective;
  - b. List coherent sequence of courses for each articulated Tech Prep program;
  - c. Enrollment in each articulated program which is part of the Tech Prep consortium; number of students completing the secondary portion of each Tech Prep program, the number of students continuing into the postsecondary program, and the number of students completing the postsecondary portion of the Tech Prep program; (Use matrix, Attachment 2).
  - d. A copy of all products produced during project.

**QUESTIONS:**

Financial:	Denise Pawlak	602/542-3823
Programmatic:	Dennis Fiscus	602/542-5356

**ATTACHMENTS:**

1. Tech Prep Consortium Structure Guidelines
2. Tech Prep Student Counts
3. Suggested Format For Project Description
4. The Arizona Tech Prep Initiative

**PROPOSAL REVIEW CHECKLIST**
**(FOR REVIEWERS USE)**

Funding Topic: <b>TECH PREP</b>	Topic #1.0
Applicant Agency	Application #
<b>PROJECT DESCRIPTION</b>	<b>POINTS</b>
1. The applicant shall describe the organization of the Tech Prep consortium. 4. The applicant shall identify the participating consortium members. 5. The applicant shall meet all assurances.	<i>Compliance</i>
4. A matrix listing of programs articulated, and all pertinent total number as described shall be listed.  <i>Maximum 10 Points</i>	
5. The applicant shall describe how it will address <u>each</u> of the identified Components of the Tech Prep Framework to include goals, objectives, current status, action plan and budget.	
5.1 ARTICULATION  <i>Maximum 20 Points</i>	
5.2 PROFESSIONAL DEVELOPMENT/TECHNOLOGY  <i>Maximum 15 Points</i>	
5.3 PARTNERSHIPS/WORK BASED LEARNING  <i>Maximum 15 Points</i>	
5.4 MARKETING  <i>Maximum 15 Points</i>	
5.5 SPECIAL POPULATIONS /EQUITY/NON-TRADITIONAL  <i>Maximum 10 Points</i>	
5.6 EVALUATION  <i>Maximum 15 Points</i>	
<b>POINTS AWARDED</b> <b>MATRIX</b> <b>DESCRIPTION</b>  <i>Maximum 10 Points</i> <i>Maximum 90 Points</i>	
<b>TOTAL POINTS AWARDED</b>  <i>Maximum 100 Points</i>	
Name of Reviewer (Printed): _____ Date of Review: _____  Signature of Reviewer: _____	

## **Attachment 1**

### **TECH-PREP CONSORTIUM STRUCTURE GUIDELINES**

#### **GENERAL GUIDELINES**

1. Every Tech-Prep Consortium must have a Leadership Team to provide input and direction as to consortium goals and objectives as well as to delineate duties and responsibilities of the director.
2. The Leadership Team should include:
  - A. A representative from each secondary school district member.
  - B. A representative from each community college district member.
  - C. A representative of the fiscal agent.
  - D. Business/community representatives, not to exceed one-third of the total Board.
3. The Leadership Team should meet at least four (4) times a year.
4. The Leadership Team should have an Executive Committee consisting of:
  - A. President
  - B. Secretary
  - C. Treasurer (Fiscal Agent)
  - D. Secondary Representative
  - E. Postsecondary Representative
  - F. Other
5. The Executive Committee should meet at least monthly.
6. A single director of each consortium shall be employed by a single institution holding membership in the consortium.
7. It is the responsibility of both the Executive Committee and the Leadership Team to support the Consortium objectives as defined in the grant.
8. The Consortium Director may be multi-funded.
9. The Tech-Prep Site Coordinator is the contact person at each secondary and postsecondary institution.

## Attachment 1

### TECH-PREP LEADERSHIP TEAM

Name of Consortium \_\_\_\_\_

**\*Consortium Schools  
Secondary – District**

**Name of Representative**

- 1.
- 2.
- 3.
- 4.
- 5.

**Postsecondary**

- 1.
- 2.
- 3.
- 4.
- 5.

**Business and Community**

**Title**

**Business Name**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**EXECUTIVE COMMITTEE**

President

Secretary

Treasurer (Fiscal Agent)

Secondary Representative

Postsecondary Representative

Business/Community

\* Schools receiving Tech-Prep funds

Attachment 1

TECH-PREP SITE COORDINATORS

Name of Consortium

---

**Consortium School  
Secondary – District**

**Name of School**

**Program Area**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Postsecondary**

**Institution**

**Program Area**

- 1.
- 2.
- 3.
- 4.
- 5.

**Attachment 2**  
**SUGGESTED FORMAT FOR PROJECT DESCRIPTION**  
**PROJECT DESCRIPTION - SECTION 4**

**CATEGORY 4.1 Articulation** (sample text)

**4.1.1 Goals and Objectives**

Goals and Objectives	Benchmarks w/ Dates	Outcome Measures	End Date
<b>Goal: To provide Comprehensive Articulated Program opportunities to increase student Postsecondary options.</b>			
Obj.1 By June 30, 2000, increase the number of articulated program options for students by a minimum of program areas.	<ul style="list-style-type: none"> <li>Review current status 9/30</li> <li>Identify new 9/30</li> <li>Develop new program areas 1/30</li> <li>99/2000 status 5/1</li> </ul>	OM.1 As evidenced by reports from articulation mtgs. completed documentation on	6/30/2000
Obj.2	•	OM.2	
Obj.3	•	OM.3	

{CAUTION: Limit the number of goals and objectives within each category to those which realistically can be accomplished. Remember that there are six (6) categories, each with goals and objectives and activities, etc., etc.}

**4.1.2 Current Status**

A brief paragraph with bullets is an appropriate format for this section. Describe any efforts and progress the consortium has made in this area. If this is a new area for the consortium to address, simply state that.

**4.1.3 Action Plan**

A narrative with appropriate bullets describing your planned activities is an appropriate format for this section. Describe your plan to address the above identified objectives and benchmarks. Give enough detail that the reader will be able to "picture" what will be happening during the coming year.

**4.1.4 Budget Justification**

Describe the allocation of funds to accomplish this section of your plan. This replaces the former page titled "Budget Narrative". Include \$ allocation and % of money spent for total budget. You will be answering the question "How much money will be allocated for identified activities?". Be sure to describe the identified activities with enough information that the reader will be able to see the relationship between the activities and the amount of money allocated. Suggested Format:

Category	Purpose	\$\$\$ Allocation	Other Identified Funding Resources, including \$ amounts when possible	\$\$\$ Allocation
Sample:				
Salaries	Coord. of the Articulation Process – setting up system, facilitating development & implementation processes	12,500	1. Office of Occup. Curr. 2. Support Staff	5,000 500
Benefits	Employee Benefits	2,500	3. Member district participation in process	1,000
Supplies	Materials and supplies to support Summer Career Acad.	2,400 1,285	4. STW contributions to Academies	10,000
Purchased Services	Instructional Supplies for Internship program Evaluation processes - pro-rated to project Contractual Services to support student internship program.	2,500	5. Internship placements in local businesses	5,000

## Attachment 3

### TECH-PREP STUDENT COUNTS - 1998/1999 Reporting Year

#### Total number of duplicated vocational students within a consortium

Matrix of articulated programs by Tech-Prep participation:

\* State Board of Directors for the Community Colleges of Arizona - Reporting Categories

• Arizona State Department of Education - Approved Comprehensive Programs

Articulated Programs	Secondary		Postsecondary		
	Enrollment	Completers	Articulated Enrollment from HS Tech-Prep	1. Program Enrollment 2.	Completers
A. Level III/IV Programs					
<b>*Agriculture</b>					
• Ag. Bus. Mgmt./Animal					
• Ag. Bus. Mgmt./Plant					
• Ag. Bus. Mgmt./ Hort.					
• Ag. Bus. Ren. Nat. Res.					
Total					
<b>*Business</b>					
• Accounting					
• Admin. Info. Services					
• Financial Services					
<b>*Family Consumer Sci. Ed.</b>					
• Apparel Design & Merch.					
• Child Care & Guidance					
• Food Prod./Culinary. Arts					
• Hospitality Services					
Total					

Articulated Programs	Secondary		Postsecondary		
	Enrollment	Completers	Articulated Enroll from HS Tech-Prep	ProgramEnrollment	Completers
*Health Occupations Ed.					
• Dental Assisting					
• Medical Lab Assisting					
• Nursing Assistant					
• Physical Therapy Aide					
Total					
*Marketing Education					
• Sales and Marketing					
Total					
*Technical					
• Commercial Art					
• Graphic Communications					
• Media Communications					
• Photo Imaging					
Total					
*Trade & Industry Education					
• Air Cooled Engine Repair					
• Aircraft Mechanics					
• Auto. Collision Repair					
• Automotive Technology					
• Building Maintenance					
• Building Trades					
• Cabinetmaking					
• Carpentry					

Articulated Programs	Secondary		Postsecondary		
	Enrollment	Completers	Articulated Enrollment from HS Tech-Prep	Program Enrollment 3.	Completers
• Cosmetology					
• Drafting Technology.					
• Electronics Technology					
• Firefighting Technology					
• Heavy Duty Truck Maint.					
• Heavy Equip. Operation					
• HVAC/R					
• Law Enforcement					
• Machining Technology					
• Masonry					
• Plumbing					
• Residential Electrician					
• Sheet Metal					
• Upholstering					
• Welding Technology					
Total					
<b>4. Tech-Prep Totals</b>					
<b>All Vocational Programs Total</b>					
<b>5. Total Enrollment</b>					

## **THE ARIZONA TECH PREP INITIATIVE**

### **FRAMEWORK**

#### **PREAMBLE**

#### **TECH PREP IN ARIZONA**

Tech Prep is a major educational initiative that involves restructuring traditional curricula and introducing new teaching approaches at the secondary and postsecondary levels. Viewed as one of the most innovative and effective educational reform efforts in recent American history, Tech Prep connects learning to career pathways and provides students with the knowledge, skills and behaviors they need to compete successfully in the technologically advanced workplace of tomorrow.

#### **THE VISION**

All students are prepared to enter the workforce with the knowledge, skills and behaviors necessary to support themselves and contribute to a healthy and productive society.

#### **THE MISSION**

To focus and empower our Vision by supporting the establishment and maintenance of the Tech Prep Initiative, thereby enabling students to successfully enter the workforce.

#### **THE TECH PREP STUDENT**

A Tech Prep Student is any student enrolled in one or more occupationally-based secondary and/or postsecondary programs which receive Tech Prep services from the consortia and provide an articulated/identified Career Pathway. Tech Prep Programs are available to all students enrolled in an approved vocational program.

#### **THE TECH PREP INITIATIVE**

The Tech Prep Initiative is defined as and provides each student with

- a career pathway with an identified sequence of courses which leads to employment.
- employability and technological skills.
- advanced occupational training identified in partnership with business and industry.
- articulated programs leading to certification and/or degree.
- a curriculum integrating academic and occupational learning and application.

## **DEFINITIONS AND GUIDELINES**

### **FOR DEVELOPING THE TECH PREP PROJECT DESCRIPTION**

<b>VISION</b>	The Dream - the broad sweep of the future image. When the Mission has been accomplished, all the goals have been met, the results have been measured and you have accomplished what you set out to do, what will it look like.
<b>MISSION</b>	The Way to the Dream. The Mission is the roadway, or the environment, which much be created in order to actualize the Vision.
<b>GOAL</b>	The broad accomplishments which will move one closer to the Vision. There may be short-, mid-, and long-range goals as the means to success.
<b>OBJECTIVES</b>	The necessary steps to meet the goals. Each step is limited in its scope and sequence, is measurable, and identifies progress.
<b>BENCHMARKS</b>	Indicators along the way to show progress in meeting a given objective. Each benchmark identifies a measure of success and a date of achievement.
<b>ACTIVITIES</b>	Are the day-to-day and periodic things that are done to meet the goal(s). They are usually single faceted, simply stated and numerous.
<b>EVALUATION</b>	The Results. The evaluation measures the activities, according to the stated objectives, and tells you whether or not you accomplished what it was you said you would do. Evaluations are frequently used to determine the “next steps” in continuing the process of actualizing the Vision. In the Project Description, the evaluations are identified in the Goals and Objectives section as Outcome Measures (OM)
<b>FRAMEWORK</b>	The Framework makes up the core structure of Tech Prep throughout the State of Arizona. This structure is to be expanded and enhanced to meet the local needs of a given consortium and is described as the Project Description in the application for Tech Prep funding.

<b>PREAMBLE</b>	The Preamble is an overview of and inclusive of the key elements of Tech Prep.
<b>CATEGORY</b>	A Category is an area of major focus in the implementation of the Arizona Tech Prep Initiative. The Category addresses the elements of Tech-Prep.
<b>ARTICULATION</b>	The agreements, written and/or verbal, which define the process and requirements for seamless movement of students between secondary and postsecondary curricular programs.
<b>PROFESSIONAL DEVELOPMENT/ TECHNOLOGY</b>	A process providing the skills, knowledge and tools necessary for individual and team success with the Tech-Prep Initiative.
<b>PARTNERSHIPS/ WORK BASED LEARNING</b>	Interactive relationships between education, business community for the purpose of supporting both educational and business aspects of Tech-Prep.
<b>MARKETING</b>	Promoting Tech Prep using a wide range of materials, media and processes.
<b>SPECIAL POPULATIONS/ EQUITY</b>	Those activities which will ensure that all students, regardless of needs, abilities, gender, ethnicity, or socioeconomic status, have access to Tech-Prep.
<b>EVALUATION</b>	To report results as indicators of progress toward goals and to direct future planning.

## Appendix AA. Title 1/LEA Forms

### LEA Data Report to Determine FY 2000 Federal and State of Arizona Program Allocations for LEAs

Name of the LEA: \_\_\_\_\_ CTD#: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ County: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Person Completing This Form: \_\_\_\_\_

Check the appropriate box: \_\_\_\_\_ Return this form and appropriate attachment prior to February 19, 1999

☐ **Do not wish to receive Federal Funds**

☐ **Do not wish to receive State of Arizona Funds**

**Mr. Tillman E. Turley**  
**Academic Support Division Bin # 32**  
**Arizona Department Of Education**  
**1535 West Jefferson Street**  
**Phoenix, Arizona 85007**

Signature of Person Completing This Form: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions:** LEAs with Private Schools must complete Attachment # 1 (Private School Data) and return it with this form. Chartered LEAs must complete Attachment #2 (Charter School Sites) and return it with this form. Union High School LEAs must complete Attachment # 3 (Elementary Districts Feeding the UHS LEA) and return it with this form. LEAs may use Attachment # 4 (Student Free Lunch Eligible Guidelines) to determine their Free Lunch Eligible Count.

#### Elementary

Enter the LEA's K-3 100-day student count (ADM) (ages 5-17) for the year ending June 30, 1998:

a

Enter the LEA's K-3 current student free lunch eligible count (ages 5-17)

b

Enter the LEA's 4-8 100-day student count (ADM) (ages 5-17) for the year ending June 30, 1998:

c

Enter the LEA's 4-8 3 current student free lunch eligible count (ages 5-17)

d

Total K-8 100 day student count(ADM) (Ages 5-17) (a + c)

e

Total K-8 student free lunch eligible count (ages 5-17) (b + d)

f

Percent of K-8 free lunch eligible (f / e)

g  %

#### Secondary

Enter the LEA's K-3 100 day student count (ADM) (ages 5-17) for the year ending June 20, 1998:

h

Enter the LEA's current student free lunch eligible count (ages 5-17):\*

i

Box 'i' is extrapolated: ☐ Yes ☐ No

Percent of 9-12 student free lunch eligible (ages 5-17) (i / h)

j  %

\*Union High Schools LEAs (if eligible count is unknown) enter the total number from Attachment 3. Unified LEAs (if eligible count is unknown) multiply the percent in box 'g' times the number in box 'h' (g x h).

## LEA Data Report to Determine FY 2000 Federal and State of Arizona Program Allocations for LEAs

Name of the LEA: \_\_\_\_\_ CTD#: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ County: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Person Completing This Form: \_\_\_\_\_

Return this form and appropriate attachment prior to February 19, 1999

☐ Check this box if the LEA does not wish to receive Perkins Funds

**Mr. Tillman E. Turley**  
**Academic Support Division Bin # 32**  
**Arizona Department Of Education**  
**1535 West Jefferson Street**  
**Phoenix, Arizona 85007**

Signature of Person Completing This Form: \_\_\_\_\_

Date: \_\_\_\_\_

### Secondary – Perkins Supplemental Information

#### **Instructions:**

The 1999 Carl D. Perkins Vocational/Technical Act (Perkins III) has changed the primary formula funding data element previously taken from an LEA's Title I allocation. The new formula is based on the total number of 15-19 year old students served, adjusted for the number of 15-19 year old students now residing with the district from families with incomes below the poverty line. This data is not available from any other source at this time. Under an alternate formula we are requesting that you report the 100-day student count for the above population and the number of 15-19 year old students eligible for the free lunch program if available. Districts that do not report the information will not receive Perkins funding.

Enter the LEA's 9-12 100-day student count (ADM) (ages 5-19) for the year ending June 30, 1998:

Enter the LEA's 9-12 current student free lunch eligible count (ages 5-19)\*\*

The number in box 'l' is extrapolated: ☐ Yes ☐ No

Percent of 9-12 student free lunch eligible (ages 5-19) (**k / l**)

m %

\*\*This data is being collected to assist the Arizona Department of Education in determining the allocation of Federal funds as authorized under the provisions of the 1998 Carl D. Perkins Vocational/Technical Act (Perkins III). Questions concerning this data collection request should be directed to Ted Davis (602) 542-5349. If the LEA does not know the number for box 'l', it may be extrapolate the number by multiplying the percent in box 'j' of the previous page by the number in box 'k' (**j x k**).

## Appendix BB. Distribution of Funds to Eligible Secondary Recipients

**Secondary formula funds = (Perkins' Title I Allocation x .85 x .85)**

- a. = District/school self reported student counts for 15-19 year old students eligible for the free lunch program for traditional, Charter, BIA, or BIA Contract Schools.
- b. = The statewide total number of self reported student counts, for 15-19 year old students, eligible for the free lunch program for traditional, Charter, BIA, or BIA Contract Schools.
- c. = The amount of funds allocated on the basis of economically disadvantaged students.
- d. = District/school 100<sup>th</sup> day high school ADM for traditional, Charter, BIA, or BIA Contract Schools.
- e. = District/school 100<sup>th</sup> day high school ADM for traditional, Charter, BIA, or BIA Contract Schools participating in vocational education.
- f. = The amount of funds allocated on the basis of total enrollments among those districts and schools included in the vocational formula database.
- g. = Total proposed eligible recipient allocation.

$$c = \frac{a}{b} \times .7 \text{ of formula funds}$$

$$f = \frac{d}{e} \times .3 \text{ of formula funds}$$

$$g = c + f$$

## Appendix CC. Distribution of Funds to Eligible Postsecondary Recipients

**Postsecondary formula funds = Perkins Title I allocation x .85 x.15**

- a. Number of Pell Grant recipients + the number of BIA recipients enrolled in vocational programs in one district during the preceding fiscal year.
- b. Total number of Pell Grant recipients + the number of BIA recipients in all districts during the preceding year.
- c. Part I (50% based upon number of Pell Grants and BIA assistance).
- d. Percentage of persons 18 years and older in one county who are classified as economically disadvantaged.
- e. 100% of persons 18 years and older in one county who are classified as economically disadvantaged.
- f. Part II (50% based upon percentage of persons 18 years and older who are economically disadvantaged).
- g. Total proposed eligible recipient allocation.

$$c = \frac{a}{b} \times .5 \text{ of formula funds}$$

$$f = \frac{d}{e} \times .5 \text{ of formula funds}$$

$$g = c + f$$

Pursuant to Section 132(c)(1) of the Act, no grant provided to an institution or a consortium shall be for an amount that is less than \$50,000.

**Appendix DD. Budget Summary Worksheet FY 2000**

<b><i>BUDGET SUMMARY WORKSHEET FY 2001</i></b>						
FUNDING CATEGORIES	Federal Funds		Non-Federal funds		Total	
Title I	Secondary	Postsecondary	Secondary	Postsecondary	Federal	Non-Federal
State Administration (5.0%)	\$917,101		\$1,831,000		\$917,101	\$1,831,000
State Leadership (10.0%)						
State Leadership Activities	\$1,325,781	\$175,000				
Nontraditional	\$150,000					
State Institutions – Corrections	\$183,420					
(full 1.0%)					\$1,834,201	
Local Funds (85.0%)	\$13,252,103	\$2,338,606			\$15,590,709	
(0.00% Reserve)						
Total Title I:	\$15,828,405	\$2,513,606	\$1,831,000		\$18,342,011	\$1,831,000
Title II						
Tech Prep Education	\$1,278,103	\$677,404			\$1,955,507	
Total Title II	\$1,278,103	\$677,404			\$1,955,507	
Grand Total	\$17,106,508	\$3,191,010	\$1,831,000		\$20,297,518	\$1,831,000

(Assumes FY 2001 Funding Equal to FY 2000 Funding)

<b><i>BUDGET SUMMARY WORKSHEET FY 2001</i></b>						
FUNDING CATEGORIES	Federal Funds		Non-Federal funds		Total	
Title I	Secondary	Postsecondary	Secondary	Postsecondary	Federal	Non-Federal
State Administration (5.0%)	\$917,101		\$1,831,000		\$917,101	\$1,831,000
State Leadership (10.0%)						
State Leadership Activities	\$1,325,781	\$175,000				
Nontraditional	\$150,000					
State Institutions – Corrections	\$183,420					
(full 1.0%)					\$1,834,201	
Local Funds (85.0%)	\$13,252,103	\$2,338,606			\$15,590,709	
Formula 131(c)(1)	\$11,926,893	\$2,338,606			\$14,265,499	
(8.49% Reserve)	\$1,325,210	\$0			\$1,325,210	
Total Title I:	\$15,828,405	\$2,513,606	\$1,831,000		\$18,342,011	\$1,831,000
Title II						
Tech Prep Education	\$1,278,103	\$677,404			\$1,955,507	
Total Title II	\$1,278,103	\$677,404			\$1,955,507	
Grand Total	\$17,106,508	\$3,191,010	\$1,831,000		\$20,297,518	\$1,831,000

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## Appendix EE. Certification Requirements

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### CERTIFICATION REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

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Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants).” The certifications shall be treated as material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

#### LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for person entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Section 82.105 and 82.110, the application certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, “Disclosure Form to Report Lobbying,” in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

---

#### DEPARTMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Section 85.105 and 85.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statement, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

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**1. DRUG-FREE WORKPLACE  
(GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the action that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about –

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs, and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No.3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted –

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f);

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

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Check ☐ if there are workplaces on file that are not identified here.

**DRUG FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85.605 and 85.610 –

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No.3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0013

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## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

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This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34CFR Part 85, for all lower tier transactions meeting the threshold and tier requirement stated at Section 85.110.

### **Instructions for Certification**

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarred,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification, in all lower tier covered transactions and in all solicitation for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including a suspension and/or debarment.



**Certification**

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to his proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014 9/90 (Replace GCS-009 (REV, 12/88), which obsolete)

## **INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1<sup>st</sup> tier. Subawards include but are not limited to subcontract, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient, Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organization level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If know, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identifies in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number, the contract, grant, or loan award number, the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503.

**Disclosure of Lobbying Activities**

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure)

<b>1. Type of Federal Action:</b> _____ a. contract _____ b. grant _____ c. cooperative agreement _____ d. loan _____ e. loan guarantee _____ f. loan insurance	<b>2. Status of Federal Action:</b> _____ a. bid/offer/application _____ b. initial award _____ c. post-award	<b>3. Report Type</b> _____ a. initial filing _____ b. material change  <b>For material change only:</b> Yes _____ quarter _____ Date of last report _____
<b>4. Name and Address of Reporting Entity:</b> _____ Prime                      _____ Subawardee  <div style="text-align: right;">Tier _____, if</div> Known:   <div style="text-align: right;">Congressional District, if known:</div>		<b>5. If Reporting Entity in No. 4 Subawardee, Enter Name and Address of Prime:</b>    <div style="text-align: right;">Congressional District, if known:</div>
<b>6. Federal Department/Agency:</b>	<b>7. Federal Program Name/Description</b>  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known</b>	<b>9. Award amount, if known</b>  \$ _____	
<b>2. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI)</i>	<b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI)</i>	
<b>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</b>	Signature: _____  Print Name: _____  Title: _____  Telephone No.: _____ Date: _____	
<b>Federal Use Only</b>	<b>Authorized for Local Reproduction</b> <b>Standard Form – LLL (Rev. 7-97)</b>	



Appendix FF. Section 112(c)(1)(D) Formula Example

9/29/99	Section 112(c)(1)(D) Formula Example				92.29%	Short Fall		Held to	Min for	Gain - Above	Redistribution		of		Formula Award	
		Adj 2000	New Formula			FY 2000	New Formula	Diff	-7.71%	Gainers	7.71%	Excess				
010227	RED MESA UNIFIED DISTRICT	\$83,438.76	\$26,062.99	-69%	X	\$77,005.63	\$26,062.99	\$(50,942.65)	\$(50,942.65)	\$77,005.63					\$77,005.63	-7.71%
020201	TOMBSTONE UNIFIED DISTRICT	\$24,873.61	\$8,165.41	-67%	X	\$22,955.86	\$8,165.41	\$(14,790.45)	\$(14,790.45)	\$22,955.86					\$22,955.86	-7.71%
100240	INDIAN OASIS-BABO UNIF DIST	\$93,518.70	\$32,371.13	-65%	X	\$86,308.41	\$32,371.13	\$(53,937.29)	\$(53,937.29)	\$86,308.41					\$86,308.41	-7.71%
080208	PEACH SPRINGS UNIFIED DIST	\$7,506.35	\$2,798.88	-63%	X	\$6,927.61	\$2,798.88	\$(4,128.73)	\$(4,128.73)	\$6,927.61					\$6,927.61	-7.71%
100212	SUNNYSIDE UNIFIED DISTRICT	\$365,286.87	\$141,032.17	-61%	X	\$337,123.25	\$141,032.17	\$(196,091.08)	\$(196,091.08)	\$337,123.25					\$337,123.25	-7.71%
010224	CHINLE UNIFIED DISTRICT	\$228,082.86	\$95,282.68	-58%	X	\$210,497.67	\$95,282.68	\$(115,214.99)	\$(115,214.99)	\$210,497.67					\$210,497.67	-7.71%
080214	COLORADO CITY UNIFIED DISTRICT	\$48,975.63	\$23,522.27	-52%	X	\$45,199.61	\$23,522.27	\$(21,677.34)	\$(21,677.34)	\$45,199.61					\$45,199.61	-7.71%
100215	AJO UNIFIED DISTRICT	\$18,097.98	\$9,005.90	-50%	X	\$16,702.62	\$9,005.90	\$(7,696.72)	\$(7,696.72)	\$16,702.62					\$16,702.62	-7.71%
030215	TUBA CITY UNIFIED DISTRICT	\$134,613.40	\$69,681.80	-48%	X	\$124,234.71	\$69,681.80	\$(54,552.91)	\$(54,552.91)	\$124,234.71					\$124,234.71	-7.71%
110201	FLORENCE UNIFIED SCHOOL DIST	\$23,464.93	\$12,315.98	-48%	X	\$21,655.78	\$12,315.98	\$(9,339.80)	\$(9,339.80)	\$21,655.78					\$21,655.78	-7.71%
110220	MARICOPA UNIFIED SCHOOL DIST	\$24,628.90	\$13,378.83	-46%	X	\$22,730.01	\$13,378.83	\$(9,351.18)	\$(9,351.18)	\$22,730.01					\$22,730.01	-7.71%
090205	SNOWFLAKE UNIFIED DISTRICT	\$54,615.87	\$30,633.85	-44%	X	\$50,404.98	\$30,633.85	\$(19,771.13)	\$(19,771.13)	\$50,404.98					\$50,404.98	-7.71%
150576	BICENTENNIAL UNION HIGH DIST	\$27,244.40	\$15,335.02	-44%	X	\$25,143.85	\$15,335.02	\$(9,808.83)	\$(9,808.83)	\$25,143.85					\$25,143.85	-7.71%
010218	SANDERS UNIFIED DISTRICT	\$60,389.33	\$34,068.46	-44%	X	\$55,733.32	\$34,068.46	\$(21,664.85)	\$(21,664.85)	\$55,733.32					\$55,733.32	-7.71%
090204	PINON UNIFIED DISTRICT	\$65,457.96	\$40,396.89	-38%	X	\$60,411.15	\$40,396.89	\$(20,014.26)	\$(20,014.26)	\$60,411.15					\$60,411.15	-7.71%
090220	WHITERIVER UNIFIED DISTRICT	\$95,004.04	\$60,799.19	-36%	X	\$87,679.23	\$60,799.19	\$(26,880.04)	\$(26,880.04)	\$87,679.23					\$87,679.23	-7.71%
070289	DYSART UNIFIED DISTRICT	\$111,020.68	\$72,031.03	-35%	X	\$102,460.99	\$72,031.03	\$(30,429.96)	\$(30,429.96)	\$102,460.99					\$102,460.99	-7.71%
110221	COOLIDGE UNIFIED DISTRICT	\$85,166.08	\$55,968.92	-34%	X	\$78,599.78	\$55,968.92	\$(22,630.86)	\$(22,630.86)	\$78,599.78					\$78,599.78	-7.71%
040220	SAN CARLOS UNIFIED DISTRICT	\$46,267.95	\$31,275.72	-32%	X	\$42,700.69	\$31,275.72	\$(11,424.97)	\$(11,424.97)	\$42,700.69					\$42,700.69	-7.71%
110203	RAY UNIFIED DISTRICT	\$15,372.41	\$10,740.06	-30%	X	\$14,187.20	\$10,740.06	\$(3,447.14)	\$(3,447.14)	\$14,187.20					\$14,187.20	-7.71%
110215	SUPERIOR UNIFIED DISTRICT	\$19,899.55	\$14,333.22	-28%	X	\$18,365.29	\$14,333.22	\$(4,032.07)	\$(4,032.07)	\$18,365.29					\$18,365.29	-7.71%
010208	WINDOW ROCK UNIFIED DISTRICT	\$89,118.70	\$64,361.30	-28%	X	\$82,247.65	\$64,361.30	\$(17,886.35)	\$(17,886.35)	\$82,247.65					\$82,247.65	-7.71%
120520	PATAGONIA UNION HIGH DISTRICT	\$7,948.60	\$6,059.18	-24%	X	\$7,335.77	\$6,059.18	\$(1,276.59)	\$(1,276.59)	\$7,335.77					\$7,335.77	-7.71%
020227	DOUGLAS UNIFIED DISTRICT	\$147,413.98	\$112,515.22	-24%	X	\$136,048.36	\$112,515.22	\$(23,533.14)	\$(23,533.14)	\$136,048.36					\$136,048.36	-7.71%
070280	CHANDLER UNIFIED DISTRICT	\$233,286.05	\$181,258.88	-22%	X	\$215,299.70	\$181,258.88	\$(34,040.82)	\$(34,040.82)	\$215,299.70					\$215,299.70	-7.71%
070510	PHOENIX UNION HIGH SCH DIST	\$2,438,118.06	\$1,922,681.32	-21%	X	\$2,250,139.16	\$1,922,681.32	\$(327,457.83)	\$(327,457.83)	\$2,250,139.16					\$2,250,139.16	-7.71%
060202	DUNCAN UNIFIED DISTRICT	\$9,706.76	\$7,695.47	-21%	X	\$8,958.37	\$7,695.47	\$(1,262.90)	\$(1,262.90)	\$8,958.37					\$8,958.37	-7.71%
110208	MAMMOTH-SAN MANUEL UNIF DIST	\$30,904.71	\$25,677.09	-17%	X	\$28,521.95	\$25,677.09	\$(2,844.87)	\$(2,844.87)	\$28,521.95					\$28,521.95	-7.71%
050204	THATCHER UNIFIED SCHOOL DIST	\$20,158.13	\$16,838.63	-16%	X	\$18,603.94	\$16,838.63	\$(1,765.32)	\$(1,765.32)	\$18,603.94					\$18,603.94	-7.71%
110243	APACHE JUNCTION UNIFIED DIST	\$75,004.88	\$63,126.89	-16%	X	\$69,222.01	\$63,126.89	\$(6,095.11)	\$(6,095.11)	\$69,222.01					\$69,222.01	-7.71%
120201	NOGALES UNIFIED DISTRICT	\$155,918.28	\$131,572.96	-16%	X	\$143,896.98	\$131,572.96	\$(12,324.02)	\$(12,324.02)	\$143,896.98					\$143,896.98	-7.71%
070293	CAVE CREEK UNIFIED DISTRICT	\$23,841.79	\$20,145.46	-16%	X	\$22,003.59	\$20,145.46	\$(1,858.13)	\$(1,858.13)	\$22,003.59					\$22,003.59	-7.71%
110502	CASA GRANDE UNION HIGH DIST	\$242,634.91	\$209,048.65	-14%	X	\$223,927.76	\$209,048.65	\$(14,879.11)	\$(14,879.11)	\$223,927.76					\$223,927.76	-7.71%
070516	AGUA FRIA UNION HIGH SCH DIST	\$133,067.82	\$116,107.83	-13%	X	\$122,808.29	\$116,107.83	\$(6,700.46)	\$(6,700.46)	\$122,808.29					\$122,808.29	-7.71%
020268	SIERRA VISTA UNIFIED DISTRICT	\$95,843.04	\$85,265.18	-11%	X	\$88,453.54	\$85,265.18	\$(3,188.37)	\$(3,188.37)	\$88,453.54					\$88,453.54	-7.71%
100208	FLOWING WELLS UNIFIED DISTRICT	\$90,914.83	\$82,304.17	-9%	X	\$83,905.29	\$82,304.17	\$(1,601.12)	\$(1,601.12)	\$83,905.29					\$83,905.29	-7.71%
110540	SANTA CRUZ VLY UN HIGH DISTR	\$61,764.66	\$56,315.93	-9%	X	\$57,002.60	\$56,315.93	\$(686.67)	\$(686.67)	\$57,002.60					\$57,002.60	-7.71%
040201	GLOBE UNIFIED SCHOOL DISTRICT	\$29,076.30	\$26,727.29	-8%	X	\$26,834.52	\$26,727.29	\$(107.23)	\$(107.23)	\$26,834.52					\$26,834.52	-7.71%
130222	HUMBOLDT UNIFIED DISTRICT	\$56,270.04	\$52,323.73	-7%		\$51,931.62	\$52,323.73	\$392.11		\$51,931.62	\$392.11	\$168.37	\$52,099.98	\$52,099.98	\$52,099.98	-7.41%
130201	PRESCOTT UNIFIED DISTRICT	\$60,695.73	\$56,561.41	-7%		\$56,016.08	\$56,561.41	\$545.32		\$56,016.08	\$545.32	\$234.16	\$56,250.24	\$56,250.24	\$56,250.24	-7.32%
010220	GANADO UNIFIED DISTRICT	\$75,973.83	\$71,471.06	-6%		\$70,116.25	\$71,471.06	\$1,354.80		\$70,116.25	\$1,354.80	\$581.74	\$70,697.99	\$70,697.99	\$70,697.99	-6.94%
130251	CHINO VALLEY UNIFIED DISTRICT	\$34,169.45	\$32,399.06	-5%		\$31,534.98	\$32,399.06	\$864.08		\$31,534.98	\$864.08	\$371.03	\$31,906.01	\$31,906.01	\$31,906.01	-6.62%
030204	GRAND CANYON UNIFIED DISTRICT	\$3,319.16	\$3,151.85	-5%		\$3,063.25	\$3,151.85	\$88.60		\$3,063.25	\$88.60	\$38.04	\$3,101.29	\$3,101.29	\$3,101.29	-6.56%
070501	BUCKEYE UNION HIGH SCH DIST	\$73,801.62	\$70,828.87	-4%		\$68,111.52	\$70,828.87	\$2,717.35		\$68,111.52	\$2,717.35	\$1,166.80	\$69,278.31	\$69,278.31	\$69,278.31	-6.13%
070514	TOLLESON UNION HIGH SCH DIST	\$203,647.06	\$196,883.30	-3%		\$187,945.87	\$196,883.30	\$8,937.43		\$187,945.87	\$8,937.43	\$3,837.62	\$191,783.49	\$191,783.49	\$191,783.49	-5.83%
100210	AMPHITHEATER UNIFIED DISTRICT	\$248,239.75	\$241,223.89	-3%		\$229,100.47	\$241,223.89	\$12,123.43		\$229,100.47	\$12,123.43	\$5,205.64	\$234,306.11	\$234,306.11	\$234,306.11	-5.61%
140570	YUMA UNION HIGH SCHOOL DIST	\$593,103.26	\$577,507.94	-3%		\$547,375.00	\$577,507.94	\$30,132.94		\$547,375.00	\$30,132.94	\$12,938.70	\$560,313.70	\$560,313.70	\$560,313.70	-5.53%
090232	BLUE RIDGE UNIFIED DISTRICT	\$21,685.45	\$21,175.74	-2%		\$20,013.50	\$21,175.74	\$1,162.23		\$20,013.50	\$1,162.23	\$499.05	\$20,512.55	\$20,512.55	\$20,512.55	-5.41%

040241	HAYDEN-WINKLEMAN UNIFIED DIST	\$9,485.99	\$9,297.32	-2%	\$8,754.62	\$9,297.32	\$542.69	\$8,754.62	\$542.69	\$233.03	\$8,987.65	\$8,987.65	-5.25%	
030206	FREDONIA MOCCASIN UNIFIED DIST	\$8,612.99	\$8,517.37	-1%	\$7,948.93	\$8,517.37	\$568.44	\$7,948.93	\$568.44	\$244.08	\$8,193.01	\$8,193.01	-4.88%	
030208	PAGE UNIFIED DISTRICT	\$73,096.89	\$73,036.72	-0%	\$67,461.12	\$73,036.72	\$5,575.60	\$67,461.12	\$5,575.60	\$2,394.09	\$69,855.21	\$69,855.21	-4.43%	
040305	YOUNG ELEMENTARY DISTRICT	\$2,223.36	\$2,224.06	0%	\$2,051.94	\$2,224.06	\$172.13	\$2,051.94	\$172.13	\$73.91	\$2,125.85	\$2,125.85	-4.39%	
090203	HOLBROOK UNIFIED DISTRICT	\$63,335.31	\$64,161.12	1%	\$58,452.16	\$64,161.12	\$5,708.96	\$58,452.16	\$5,708.96	\$2,451.35	\$60,903.51	\$60,903.51	-3.84%	
020214	BOWIE UNIFIED DISTRICT	\$3,427.76	\$3,545.58	3%	\$3,163.48	\$3,545.58	\$382.10	\$3,163.48	\$382.10	\$164.07	\$3,327.55	\$3,327.55	-2.92%	
100230	SAHUARITA UNIFIED DISTRICT	\$34,483.28	\$35,715.65	4%	\$31,824.62	\$35,715.65	\$3,891.03	\$31,824.62	\$3,891.03	\$1,670.76	\$33,495.38	\$33,495.38	-2.86%	
130220	BAGDAD UNIFIED DISTRICT	\$3,767.87	\$3,902.81	4%	\$3,477.37	\$3,902.81	\$425.44	\$3,477.37	\$425.44	\$182.68	\$3,660.04	\$3,660.04	-2.86%	
030202	WILLIAMS UNIFIED DISTRICT	\$11,889.03	\$12,579.78	6%	\$10,972.39	\$12,579.78	\$1,607.40	\$10,972.39	\$1,607.40	\$690.20	\$11,662.58	\$11,662.58	-1.90%	
090202	JOSEPH CITY UNIFIED DISTRICT	\$6,361.65	\$6,752.84	6%	\$5,871.17	\$6,752.84	\$881.67	\$5,871.17	\$881.67	\$378.58	\$6,249.75	\$6,249.75	-1.76%	
100216	CATALINA FOOTHILLS UNIF DIST	\$27,667.21	\$29,537.21	7%	\$25,534.07	\$29,537.21	\$4,003.13	\$25,534.07	\$4,003.13	\$1,718.89	\$27,252.97	\$27,252.97	-1.50%	
100201	TUCSON UNIFIED DISTRICT	\$1,246,525.09	\$1,345,662.04	8%	\$1,150,418.01	\$1,345,662.04	\$195,244.03	\$1,150,418.01	\$195,244.03	\$83,835.30	\$1,234,253.31	\$1,234,253.31	-0.98%	
020202	BISBEE UNIFIED DISTRICT	\$27,385.85	\$30,163.60	10%	\$25,274.40	\$30,163.60	\$4,889.19	\$25,274.40	\$4,889.19	\$2,099.36	\$27,373.76	\$27,373.76	-0.04%	
100206	MARANA UNIFIED DISTRICT	\$108,230.42	\$119,798.77	11%	\$99,885.85	\$119,798.77	\$19,912.92	\$99,885.85	\$19,912.92	\$8,550.35	\$108,436.20	\$108,436.20	0.19%	
070297	DEER VALLEY UNIFIED DISTRICT	\$182,768.18	\$202,916.41	11%	\$168,676.75	\$202,916.41	\$34,239.66	\$168,676.75	\$34,239.66	\$14,702.07	\$183,378.82	\$183,378.82	0.33%	
080530	MOHAVE UNION HIGH SCHOOL DIST	\$110,118.01	\$122,860.49	12%	\$101,627.91	\$122,860.49	\$21,232.58	\$101,627.91	\$21,232.58	\$9,117.00	\$110,744.91	\$110,744.91	0.57%	
140550	ANTELOPE UNION HIGH SCH DIST	\$30,286.89	\$33,954.38	12%	\$27,951.77	\$33,954.38	\$6,002.61	\$27,951.77	\$6,002.61	\$2,577.44	\$30,529.22	\$30,529.22	0.80%	
070295	QUEEN CREEK UNIFIED DISTRICT	\$19,507.16	\$22,002.26	13%	\$18,003.16	\$22,002.26	\$3,999.11	\$18,003.16	\$3,999.11	\$1,717.17	\$19,720.32	\$19,720.32	1.09%	
010210	ROUND VALLEY UNIFIED DISTRICT	\$25,760.66	\$29,132.63	13%	\$23,774.52	\$29,132.63	\$5,358.11	\$23,774.52	\$5,358.11	\$2,300.70	\$26,075.22	\$26,075.22	1.22%	
070298	FOUNTAIN HILLS UNIFIED DIST	\$14,456.98	\$16,881.58	17%	\$13,342.35	\$16,881.58	\$3,539.23	\$13,342.35	\$3,539.23	\$1,519.70	\$14,862.05	\$14,862.05	2.80%	
070224	GILA BEND UNIFIED DISTRICT	\$20,483.69	\$24,108.17	18%	\$18,904.40	\$24,108.17	\$5,203.77	\$18,904.40	\$5,203.77	\$2,234.43	\$21,138.83	\$21,138.83	3.20%	
050206	PIMA UNIFIED SCHOOL DISTRICT	\$15,314.18	\$18,660.63	22%	\$14,133.46	\$18,660.63	\$4,527.17	\$14,133.46	\$4,527.17	\$1,943.91	\$16,077.36	\$16,077.36	4.98%	
130504	MINGUS UNION HIGH SCHOOL DIST	\$60,441.47	\$74,106.89	23%	\$55,781.43	\$74,106.89	\$18,325.46	\$55,781.43	\$18,325.46	\$7,868.72	\$63,650.15	\$63,650.15	5.31%	
070241	GILBERT UNIFIED DISTRICT	\$140,771.07	\$172,629.34	23%	\$129,917.62	\$172,629.34	\$42,711.71	\$129,917.62	\$42,711.71	\$18,339.87	\$148,257.49	\$148,257.49	5.32%	
090227	KAYENTA UNIFIED DISTRICT	\$85,976.53	\$107,737.16	25%	\$79,347.74	\$107,737.16	\$28,389.42	\$79,347.74	\$28,389.42	\$12,190.06	\$91,537.79	\$91,537.79	6.47%	
030201	FLAGSTAFF UNIFIED DISTRICT	\$178,304.73	\$225,257.50	26%	\$164,557.44	\$225,257.50	\$60,700.06	\$164,557.44	\$60,700.06	\$26,063.83	\$190,621.27	\$190,621.27	6.91%	
130243	MAYER UNIFIED DISTRICT	\$10,363.62	\$13,099.87	26%	\$9,564.59	\$13,099.87	\$3,535.28	\$9,564.59	\$3,535.28	\$1,518.01	\$11,082.59	\$11,082.59	6.94%	
090201	WINSLOW UNIFIED DISTRICT	\$61,215.95	\$77,416.84	26%	\$56,496.20	\$77,416.84	\$20,920.64	\$56,496.20	\$20,920.64	\$8,983.06	\$65,479.25	\$65,479.25	6.96%	
020213	WILLCOX UNIFIED DISTRICT	\$30,347.66	\$38,843.64	28%	\$28,007.86	\$38,843.64	\$10,835.78	\$28,007.86	\$10,835.78	\$4,652.75	\$32,660.60	\$32,660.60	7.62%	
070248	SCOTTSDALE UNIFIED DISTRICT	\$184,835.55	\$237,331.47	28%	\$170,584.73	\$237,331.47	\$66,746.74	\$170,584.73	\$66,746.74	\$28,660.20	\$199,244.93	\$199,244.93	7.80%	
130228	CAMP VERDE UNIFIED DISTRICT	\$26,171.37	\$33,805.86	29%	\$24,153.56	\$33,805.86	\$9,652.30	\$24,153.56	\$9,652.30	\$4,144.57	\$28,298.13	\$28,298.13	8.13%	
100213	TANQUE VERDE UNIFIED DISTRICT	\$10,686.55	\$14,032.23	31%	\$9,862.61	\$14,032.23	\$4,169.62	\$9,862.61	\$4,169.62	\$1,790.38	\$11,652.99	\$11,652.99	9.04%	
070211	PEORIA UNIFIED DISTRICT	\$230,870.36	\$303,214.29	31%	\$213,070.25	\$303,214.29	\$90,144.04	\$213,070.25	\$90,144.04	\$38,706.70	\$251,776.95	\$251,776.95	9.06%	
090206	HEBER-OVERGAARD UNIFIED DIST	\$9,819.34	\$12,913.15	32%	\$9,062.27	\$12,913.15	\$3,850.88	\$9,062.27	\$3,850.88	\$1,653.52	\$10,715.79	\$10,715.79	9.13%	
070269	PARADISE VALLEY UNIFIED DISTR	\$282,004.46	\$371,055.31	32%	\$260,261.92	\$371,055.31	\$110,793.39	\$260,261.92	\$110,793.39	\$47,573.27	\$307,835.19	\$307,835.19	9.16%	
070204	MESA UNIFIED SCHOOL DISTRICT	\$823,063.51	\$1,083,720.17	32%	\$759,605.32	\$1,083,720.17	\$324,114.85	\$759,605.32	\$324,114.85	\$139,170.80	\$898,776.11	\$898,776.11	9.20%	
130231	ASH FORK UNIFIED DISTRICT	\$4,582.93	\$6,077.09	33%	\$4,229.59	\$6,077.09	\$1,847.50	\$4,229.59	\$1,847.50	\$793.29	\$5,022.88	\$5,022.88	9.60%	
020218	SAN SIMON UNIFIED DISTRICT	\$2,242.23	\$3,016.97	35%	\$2,069.35	\$3,016.97	\$947.62	\$2,069.35	\$947.62	\$406.90	\$2,476.25	\$2,476.25	10.44%	
020221	ST DAVID UNIFIED DISTRICT	\$6,024.81	\$8,232.09	37%	\$5,560.30	\$8,232.09	\$2,671.79	\$5,560.30	\$2,671.79	\$1,147.23	\$6,707.53	\$6,707.53	11.33%	
070513	TEMPE UNION HIGH SCH DISTRICT	\$413,254.10	\$565,428.30	37%	\$381,392.21	\$565,428.30	\$184,036.09	\$381,392.21	\$184,036.09	\$79,022.76	\$460,414.97	\$460,414.97	11.41%	
080201	LAKE HAVASU UNIFIED DISTRICT	\$68,457.19	\$95,489.32	39%	\$63,179.14	\$95,489.32	\$32,310.18	\$63,179.14	\$32,310.18	\$13,873.58	\$77,052.72	\$77,052.72	12.56%	
020509	BENSON UNION HIGH SCH DISTRICT	\$22,719.62	\$31,936.64	41%	\$20,967.93	\$31,936.64	\$10,968.70	\$20,967.93	\$10,968.70	\$4,709.82	\$25,677.76	\$25,677.76	13.02%	
010201	ST JOHNS UNIFIED DISTRICT	\$18,321.28	\$25,854.60	41%	\$16,908.71	\$25,854.60	\$8,945.90	\$16,908.71	\$8,945.90	\$3,841.25	\$20,749.96	\$20,749.96	13.26%	
120235	SANTA CRUZ VLY UNIFIED DIST	\$35,752.30	\$50,766.76	42%	\$32,995.80	\$50,766.76	\$17,770.97	\$32,995.80	\$17,770.97	\$7,630.63	\$40,626.42	\$40,626.42	13.63%	
070505	GLENDALE UNION HIGH SCH DIST	\$729,858.78	\$1,063,091.98	46%	\$673,586.67	\$1,063,091.98	\$389,505.31	\$673,586.67	\$389,505.31	\$167,248.62	\$840,835.29	\$840,835.29	15.21%	
150227	PARKER UNIFIED SCHOOL DISTRICT	\$40,276.20	\$59,080.88	47%	\$37,170.91	\$59,080.88	\$21,909.97	\$37,170.91	\$21,909.97	\$9,407.86	\$46,578.77	\$46,578.77	15.65%	
040240	MIAMI UNIFIED DISTRICT	\$26,756.98	\$39,434.49	47%	\$24,694.02	\$39,434.49	\$14,740.47	\$24,694.02	\$14,740.47	\$6,329.37	\$31,023.39	\$31,023.39	15.95%	
090210	SHOW LOW UNIFIED DISTRICT	\$35,051.76	\$53,775.03	53%	\$32,349.27	\$53,775.03	\$21,425.76	\$32,349.27	\$21,425.76	\$9,199.95	\$41,549.22	\$41,549.22	18.54%	
080502	COLORADO RIVER UNION HIGH DIST	\$95,440.06	\$149,377.43	57%	\$88,081.63	\$149,377.43	\$61,295.81	\$88,081.63	\$61,295.81	\$26,319.64	\$114,401.27	\$114,401.27	19.87%	
040210	PAYSON UNIFIED DISTRICT	\$38,496.76	\$61,342.45	59%	\$35,528.66	\$61,342.45	\$25,813.79	\$35,528.66	\$25,813.79	\$11,084.11	\$46,612.77	\$46,612.77	21.08%	
130240	SELIGMAN UNIFIED DISTRICT	\$2,228.66	\$3,617.02	62%	\$2,056.83	\$3,617.02	\$1,560.19	\$2,056.83	\$1,560.19	\$669.93	\$2,726.76	\$2,726.76	22.35%	
050201	SAFFORD UNIFIED DISTRICT	\$47,984.05	\$90,757.66	89%	\$44,284.48	\$90,757.66	\$46,473.18	\$44,284.48	\$46,473.18	\$19,954.99	\$64,239.47	\$64,239.47	33.88%	
070209	WICKENBURG UNIFIED DISTRICT	\$14,720.21	\$32,499.18	121%	\$13,585.28	\$32,499.18	\$18,913.89	\$13,585.28	\$18,913.89	\$8,121.39	\$21,706.67	\$21,706.67	47.46%	
		\$12,670,781.70	\$12,570,781.70		\$11,693,864.43	\$12,570,781.70		\$(1,165,335.29)	\$5,092,237.14	\$6,601,627.29	\$2,042,252.56	\$876,917.27	\$7,478,544.56	\$12,570,781.70

Pool:	\$12,570,781.70
Min For Those < - 7.71%	\$5,092,237.14
Bal Avail	\$7,478,544.56
Min For Gainers	\$6,601,627.29
Avail to reallocate	<u><u>\$876,917.27</u></u>

\$1,165,335.29	Formula Reserve Component Reserved For High Percentages
\$100,000.00	
\$1,265,335.29	Total Reserve Amt

Available =	\$12,670,781.70
Reserve Pool:	\$100,000.00

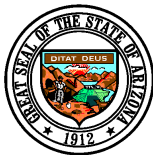
\$12,670,781.70

× 0.10 =

\$1,267,078.17

\$(1,742.88)

## Appendix GG. Governor's Letter



State of Arizona  
Department of Education

Lisa Graham Keegan  
Superintendent of  
Public Instruction

September 30, 1999

Honorable Jane D. Hull  
The Governor of Arizona  
State Capitol, West Wing  
1700 West Washington  
Phoenix, AZ 85007

Dear Governor Hull:

Under the Carl D. Perkins Vocational and Technical Education Act of 1998, the Arizona Department of Education shall consult with the Governor of the State with respect to the development of the State plan.

This letter is to confirm discussions held by the Arizona Department of Education Administration and your office regarding how you wish to be involved in the development of the 4-year Arizona Vocational Technical Education State plan. Per your request, we have included C. Diane Bishop in the Office of Workforce Development Policy, Department of Commerce, as your representative throughout the entire development process of the State plan.

Thank you for your support and interest in providing opportunities to Arizona students.

Sincerely,

A handwritten signature in cursive script, appearing to read "Brian Jones".

Brian Jones  
Director of Federal Programs

A handwritten signature in cursive script, appearing to read "Mary Lewkowitz".

Mary Lewkowitz  
Deputy Associate Superintendent and  
State Director of Vocational Technical Education

c: Jamie Molera